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ABSTRACT

A 1-year project to improve and expand the vocational management information system for Virginia (VEMIS-V) is described in this summary report. Seven objectives were established to accomplish this goal, and results are reported for each of these objectives. An evaluation of the Vocational Education Reporting System (VERS) followup indicated that the procedure and data provided by the system are meeting the needs of the local school divisions. It was recommended that the system be continually evaluated and that additional ways for using followup data to improve vocational programs at the local level should be explored. Appended to the report are the revised 1975 teacher's guide, the revised 1976 teacher's guide, results of a survey of administrators to determine the adequacy of the information obtained, and results of student followup surveys for 1973-74 and 1974-75. The followup surveys present information about the current status of former students in seven vocational programs, as well as their perceptions of their training and their school. (RG)

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FINAL REPORT

Vocational Education Management Information System for Virginia (VEMIS-V)

Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy

Donald E. Elson
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

June 1976

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VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM FOR VIRGINIA

Summary

The Division of Vocational Education, State Department of Education (DVE/SDE) funded the project, based in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University for the period July 1, 1975 to June 30, 1976.

Objectives

The major objective of the project was to improve and expand the Vocational Education Management Information System for Virginia (VEMIS-V). In order to meet the major objective, the following subobjectives were established:

1. Investigate further computerization of major components of VEMIS-V and the five-year planning documents.
2. Print the VERS forms for 1975-76 and print and distribute the TEACHER'S GUIDE--1975.
3. Conduct an evaluation of VERS to determine the adequacy of the information provided by the system to local school divisions for evaluation and planning of local vocational education programs.
4. Conduct a study of the follow-up information needs of local school divisions and submit a report to DVE/SDE.
5. Revise and update VERS to meet changing information needs and print the 1976-77 VERS forms.
6. Revise and print the TEACHER'S GUIDE--1976 in accordance with any revisions made in VERS.
7. Analyze data obtained from the VERS follow-up and submit a report to the DVE/SDE.

Procedures

The procedures followed to accomplish the above objectives varied with each objective. In general, the tasks required of this project were accomplished by the project staff members with direct assistance and consultation from the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education.

Project Staff

The project staff included a research associate and one clerk-steno secretary. The research associate was not hired until December 1975. The director of the project was not a line member of the project staff, however he did provide assistance in completing the objectives in addition to being the administrator for the project.

Results and Accomplishments

No formal evaluation of the total VERS system was conducted due to limitation of staff. An evaluation of the VERS follow-up indicated that

the procedure and data provided by the system are meeting the needs of the local school divisions. Two VERS sub-forms were omitted from the system. Minor changes were made in the remaining forms. The TEACHER'S GUIDE--1976 was revised according to the changes in the forms. Analysis of the data from the follow-up of the 1974, and 1975 graduates was completed.

Evaluation

No third party evaluation was required. The staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education, provided continuous evaluation.

Conclusions and Recommendations

The following conclusions and recommendations were reached:

1. The Vocational Education Reporting System (VERS) seems to be meeting a portion of the data needs of the Division of Vocational Education, State Department of Education and the local school divisions. It is recommended that the system be continually evaluated.
2. The follow-up of former students is meeting the data needs of the state and appears to be meeting most of the needs of the local school divisions. Additional ways should be explored for using the data to improve vocational programs at the local level.
3. Major improvements have been made in the management information system as the result of this project. Continued evaluation is essential to improve the effectiveness and efficiency of the system.

Vocational Education Management Information System for Virginia (VEMIS-V)

PROBLEM

Evaluation and planning are essential if vocational education is to be responsive to the needs of students, employers, and society. The success of both evaluation and planning is greatly dependent upon the availability of valid, reliable, and timely information. This research project dealt with improving and expanding the Vocational Education Management Information System currently in use in Virginia.

BACKGROUND INFORMATION

Preliminary work on a management information system for vocational education began in 1971 with the initiation of the Vocational Education Evaluation Project (VEEP) in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, by the Division of Vocational Education, State Department of Education (DVE/SDE). Developmental efforts for the duration of that project were focused on establishing a student enrollment information system and a follow-up system for former students. These two systems were combined into the Vocational Education Reporting System (VERS) and became fully operational in 1973 throughout Virginia. VEEP was terminated in 1974.

To further develop and expand certain components of the management information system, a project "Further Development of the Vocational Education Management Information System for Virginia" was funded for FY 1974 by the DVE/SDE at Virginia Polytechnic Institute and State University. The objectives of this project were to evaluate VERS, revise and update VERS, study manpower demand procedures in other states, develop instruments to determine student demand for vocational programs and daily assignments of teachers, study facility utilization, revise forms and procedures for the five-year plan, and investigate computerizing program standards. This research improved and expanded components initiated by these two previous projects.

OBJECTIVES

The major objective of this research was to improve and expand the Vocational Education Management Information System for Virginia (VEMIS-V). Specifically, this project was to:

1. Investigate further computerization of major components of VEMIS-V and the five-year planning documents.
2. Print the VERS forms for 1975-76 and print and distribute the TEACHER'S GUIDE--1975.
3. Conduct an evaluation of VERS to determine the adequacy of the information provided by the system to local school divisions for evaluation and planning of local vocational education programs.
4. Conduct a study of the follow-up information needs of local school divisions and submit a report to DVE/SDE.
5. Revise and update VERS to meet changing information needs and print the 1976-77 VERS forms.

6. Revise and print the TEACHER'S GUIDE - 1976 in accordance with any revisions made in VERS.
7. Analyze data obtained from the VERS Follow-up and submit a report to the DVE/SDE.

PROCEDURES

The procedures followed in accomplishing each of the objectives varied, therefore, each objective will be discussed separately.

Objective 1.

The feasibility of computerizing additional components for the management system were to be studied by the project staff, based upon requests from personnel of the DVE/SDE.

Objective 2.

Initial revision of the 1975 forms were initiated on a previous project. The project staff completed the revisions based upon consultation with DVE/SDE staff.

Objective 3.

A formal evaluation of the VERS system was not conducted by the project staff due to the limitation of staff. DVE/SDE personnel provided feedback to the staff based upon their work with local school divisions.

Objective 4.

Survey instruments were mailed to VERS coordinators, supervisors, and directors to determine the adequacy and utility of the information obtained by the VERS-4 follow-up form. Completed questionnaires were received from 133 individuals.

Objective 5.

Changes in USOE and state data requirements resulted in the need to revise and update the VERS forms. The 1976-77 VERS forms were revised to meet those needs.

Objective 6.

The TEACHER'S GUIDE--1976 was revised based on the changes made in the VERS forms.

Objective 7.

The follow-up data for 1973-74 former students were analyzed under a previous project, however, the report was written and disseminated as a

part of this project. The follow-up of the 1974-75 former students was conducted in January of 1976. The data were analyzed and the report prepared by the project staff.

PROJECT STAFF

The project staff included a one-half time research associate and one-half time clerk-steno secretary. The research associate was not hired until December 1975. The director of the project was not a line member of the project staff, however, he did provide assistance in completing the objectives in addition to being the administrator for the project. A brief vitae for the director and research associate are attached to this report.

RESULTS AND ACCOMPLISHMENTS

Each objective will be discussed separately.

Objective 1.

Study of the feasibility of computerizing or otherwise improving the record system for Fire Service Training was initiated near the close of the project. No other components of the management system were considered to be in need of computerization at this time.

Objective 2.

Due to delays in development, the 1975-76 VERS forms and the TEACHER'S GUIDE--1975 were not printed under a previous project. The VERS forms were printed and delivered directly to the DVE/SDE by the contractor. The GUIDE was printed at the VPI&SU print shop and delivered to the project director. They were then disseminated by the director in adequate numbers to each school division. A copy of the GUIDE is included in Appendix A.

Objective 3.

A formal evaluation of the VERS system was not conducted due to the limitation of the project staff. DVE/SDE personnel provided feedback to the staff based upon their work with local school divisions. This feedback provided guidance in revising and improving the system.

Objective 4.

Personnel in each school division in Virginia was contacted in an attempt to determine the adequacy and utility of the information provided to them by the VERS-4 follow-up. A survey instrument was sent to VERS coordinators, supervisors, and directors in each school division. The report of the survey based on 133 usable returns is included in Appendix B. The two major findings

indicated that VERS-4 provides the data needed for program planning and evaluation and that the forms which are completed by the former students should be returned to the school divisions.

Objective 5.

The 1976-77 VERS forms were revised according to the changing needs and requirements of the U.S. Office of Education and the DVE/SDE. Two sub-forms were eliminated. These were the VERS 2.3B, Adult Enrollment Form (non-reimbursed) and the VERS 5.3B, Adult Preparatory Student Completion Form (non-reimbursed). In both cases, reimbursed and non-reimbursed program data are now collected on one form. The revised forms were submitted for bid. The successful contractor printed the forms in the specified amounts and delivered them to the DVE/SDE in Richmond. Copies of the forms are included in the TEACHER'S GUIDE--1976 which is Appendix C of this report.

Objective 6.

Any revision in the VERS forms necessitates revisions in the TEACHER'S GUIDE. The project staff revised the TEACHER'S GUIDE--1976 and submitted it for printing. Distribution of the guide will be made in July 1976 under a subsequent project. The guide is included in Appendix C.

Objective 7.

A delay in the writing of the report of the follow-up of the 1973-74 former students resulted in the report being prepared as a part of this project. A copy of the report is included in Appendix D. The follow-up of the 1974-75 former students was not conducted by the DVE/SDE until January and February of 1976. The data from that follow-up were provided to the project staff for analysis. A copy of the report is included as Appendix E.

EVALUATION

No third party evaluation was required for this project. A continuous evaluation was conducted, however, since all work was done in close cooperation with staff members of the Divisions of Vocational Education, and Educational Research and Statistics, State Department of Education.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations were reached:

1. The Vocational Education Reporting System (VERS) seems to be meeting a portion of the data needs of the Division of Vocational Education, State Department of Education and the local school divisions. It is recommended that the system be continually evaluated.
2. The follow-up of former students is meeting the data needs of the state

and appears to be meeting most of the needs of the local school divisions. Additional ways should be explored for using the data to improve vocational programs at the local level.

3. Major improvements have been made in the management information system as the result of this project. Continued evaluation is essential to improve the effectiveness and efficiency of the system.

QUALIFICATIONS OF PROFESSIONAL STAFF

Project Director: Dr. Donald E. Elson

Education:

Ph.D., Michigan State University, 1971 (Major: Vocational Education; Minor: Administration and Higher Education; Cognate: Research and Evaluation

M.S., Kansas State University, 1968 (Major: Agricultural Education; Minor: Agricultural Engineering)

B.S., Kansas State University, 1958 (Major: Agricultural Education)

Experience:

One of the principal developers of the Vocational Education Reporting System and the Vocational Education Management System. Principal developer of the Annual Local Evaluation and Visitation Team Evaluation procedures. Assistant Professor of Vocational and Technical Education, VPI&SU.

Research Associate: Dr. Patrick A. O'Reilly

Education:

Ph.D., Pennsylvania State University, 1973 (Major: Vocational-Industrial Education)

M.S., Kansas State College of Pittsburg, 1970 (Major: Trade and Industrial Education)

B.S., Kansas State College of Pittsburg, 1967 (Major: Mathematics; Minor: General Science)

Experience:

Research Associate with Vocational Education Management Information System in Virginia Project, Research Associate with Project Baseline at Northern Arizona State University. Teacher educator in Industrial Education at Alcorn A and M College, Lorman, Mississippi.

APPENDIX A

TEACHER'S GUIDE—1975

VIRGINIA

VOCATIONAL EDUCATION REPORTING SYSTEM

(REVISED)

1975

TEACHER'S GUIDE

Vocational Education Management Information System Project
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education and
Division of Educational Research and Statistics
State Department of Education
Richmond, Virginia 23216

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VT 103 345

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VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

Introduction

The Vocational Education Reporting System (VERS) has been extensively revised from previous years. The revisions were made to correct some deficiencies in the system and to conserve human and material resources. The major revisions are:

1. Teachers provide class summary enrollment data instead of each student in a class completing an enrollment form. This change reduces the number of forms to be processed from 300,000 to about 35,000 forms.
2. Near the end of the school year, students who are completing vocational education programs and/or leaving the school, will furnish their permanent address, telephone number, social security number and other data. This change in VERS replaces the computer printout which required teachers to verify the accuracy of names, social security numbers and O.E. Codes of the students.
3. All scanning forms have been redesigned to improve accuracy in marking the forms.

The new version of the Vocational Education Reporting System was developed by the Vocational Education Management Information System for Virginia (VEMIS-V) project staff, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education. All data processing is done in the Division of Educational Research and Statistics, State Department of Education. The information collected through VERS will continue to be used to calculate the amount of reimbursement of Vocational Education funds to localities, to prepare U.S.O.E. reports, and to prepare planning documents to meet the Standards of Quality. Accuracy in completing the forms is very important.

Operation of VERS

The operation of the system is under the supervision of the Coordinator of Vocational Education Research and Statistical Information, State Department of Education. This person works with VERS coordinators in each school division of the State. All questions relating to forms and the system should be directed to the VERS coordinator in your school division.

Data Collection Instruments

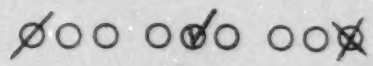
A new mark sensing reader (NCS 7010 Optical Mark Reader System) obtained by the State Division of Educational Research and Statistics requires new forms and new methods of marking forms. Please destroy all forms you may have from the past school year. You are requested to read the following Marking Instructions carefully!

Use #2 pencil, do not use ink or ball point pen.
Make heavy black marks that fill the circle completely.
Erase completely any changes.
Make no stray marks.

Examples of CORRECT marks

●○○ ○●○ ○○●

Examples of INCORRECT marks



Eight data collection instruments are used in VERS: Virginia Vocational Education Class Enrollment Form, VERS 1.3; Virginia Vocational Education Adult Enrollment Form, VERS 2.3A and 2.3B; Virginia Vocational Education Student Completion Form, VERS 3.2; Virginia Vocational Education Follow-Up Form, VERS 4.3; Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.3A and 5.3B and the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.2.

Virginia Vocational Education Class Enrollment Form, VERS 1.3

This enrollment form is designed to obtain information about vocational students and vocational programs. Information from this form will be used for funding of vocational education programs. You will receive copies of the form from the Virginia Vocational Education Reporting System coordinator in your school or school division. One form should be completed for each section of a vocational course you teach on September 30 and returned immediately to your VERS coordinator. The forms are due in the State Office by October 15. For students enrolled in approved 18 week courses, forms should be completed at the beginning of the second semester and sent to the State Office by March 1. (For Home Economics 8207 - an approved course of less than 18 weeks - a form should be completed at the beginning of each course and sent to the State Office immediately.) Do not send in forms for any other courses which are less than 18 weeks.

Virginia Vocational Education Adult Enrollment Form, VERS 2.3A and 2.3B

The VERS 2.3A form (red color) is used to collect summary enrollment information about students in reimbursed adult vocational programs. Information from this form will be used for funding of adult vocational education programs. It will be sent by the appropriate state supervisor to the individual in each school division designated to handle reimbursement for adult vocational programs. This individual will distribute copies to you for completion at the conclusion of each adult course. The completed forms will then be collected by the same individual and mailed to the state supervisor of the vocational service in which the course was offered.

The VERS 2.3B form (aqua color) will be distributed by the VERS coordinator to those of you who are teaching vocational education courses which are not reimbursed by state vocational education funds. Do not complete the forms for adult classes that are not considered vocational education. The VERS coordinator will collect and mail the completed forms for non-reimbursed courses to the Coordinator of Vocational Education Research and Statistical Information.

Virginia Vocational Education Student Completion Form, VERS 3.2

The VERS 3.2 is an individual student form designed to collect information necessary for conducting a follow-up of former students of high school vocational education programs. The form is to be completed on or about May 1 and returned to your local VERS Coordinator immediately. Included in this guide is a complete script for your use in explaining the form to your students.

Virginia Vocational Education Follow-Up Forms, VERS 4.3 and 6.2

The secondary students to be followed-up will be identified on the basis of the VERS 3.2 forms. They will complete the Virginia Vocational Education Follow-Up Form, VERS 4.3. Information from the VERS 5.3A and 5.3B forms will be used to identify the adult preparatory students to be followed-up. The adult students will complete the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.2. The follow-ups will be conducted directly with the former students, thus relieving you of the responsibility of following up students for reporting purposes. Explanations of these forms are not included in this guide. (See Appendix C.)

Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.3A and 5.3B

The adult preparatory student completion forms are designed to collect individual data about students who have fulfilled the requirements for completion of adult preparatory programs. These data are collected in order that a follow-up may be conducted directly with the former adult students. The VERS 5.3A form (brown color) is for students completing reimbursed adult preparatory programs. The VERS 5.3B form (purple color) is for students completing adult preparatory programs not reimbursed by state vocational education funds. A complete script is included in this guide for your use in explaining the forms to your students.

VERS 5.3A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.3A (brown color) is to be completed by students as they conclude a reimbursed adult preparatory program. You should obtain copies of the form from the individual designated to handle reimbursement for adult vocational education programs in your school division. After the student completes the form, return it to State Supervisor of the respective vocational service.

VERS 5.3B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.3B (purple color) is to be completed by students as they conclude a non-reimbursed adult preparatory program. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the State Coordinator of Vocational Education Research and Statistical Information.

IMPORTANT

BEFORE YOU START WORKING ON

ANY OF THESE REPORTS READ THE

SPECIFIC INSTRUCTIONS CAREFULLY.

VIRGINIA VOCATIONAL EDUCATION
CLASS ENROLLMENT FORM, VERS 1.3

INSTRUCTIONS FOR TEACHERS

1. This form is to be completed on September 30 and submitted to your school or division VERS coordinator immediately. The forms should be in the State Office on or before October 15 for students enrolled as of September 30, and on or before March 1 for second semester courses.

2. A form should be completed for each approved vocational education class you teach. This is a change from the individual student form used in past years. All approved vocational courses are listed in Appendix A of this guide. Only those courses should be reported.

3. Use a #2 pencil in filling out the form. Completely fill in the correct circles. Do not extend marks outside the circles.

4. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O.E. Codes (U. S. Office of Education Codes) and Vocational Education Course Codes

   Appendix B: Division Codes

5. The form VERS 1.3 should be completed for all sections of all approved courses, except as follows:

   a. Business Education:

      1. General Business - Only 9th grade general business students will be reported. These students will be reported under orientation and exploration O.E. Code 149999.

      2. Typewriting I - Typewriting I will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Typewriting I and General Business in the 10th grade. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Typing I in the 10th grade will be reported by the typing and related occupations, O. E. Code 150900.

   b. Industrial Arts: The form should be completed only for those courses listed on the Vocational Education Course Codes list in Appendix A of this guide.

VIRGINIA VOCATIONAL EDUCATION CLASS ENROLLMENT
FORM VERS 1.3

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○⊗○ ○○◐

1. _____ SCHOOL NAME

2. _____ COURSE TITLE

3. _____ TEACHER'S NAME

4. TEACHER'S SOCIAL SECURITY NUMBER	5. DIV. CODE	6. SCHOOL CODE	7. COURSE CODE	8. Course Length
9 digits	3 digits	4 digits	4 digits	2 digits

9. No. of Periods	10. Period Length	11. Male	12. Female	13. Disad.	14. Handi	15. Cauc.	16. Black	17. Other	18. Grade 8/below	19. Grade 9/above
1 digit	2 digits	2 digits	2 digits	2 digits	2 digits	2 digits	2 digits	2 digits	2 digits	2 digits

20. Co-op 2 periods	21. Co-op 3 periods
2 digits	2 digits

22. Is this a special class for handicapped students?

○ YES

○ NO

24. FIRST O.E. CODE	25. Total	26. Co-op	27. Two Courses	28. Three Courses
6 digits	2 digits	2 digits	2 digits	2 digits

23.

A. Is this a special class for disadvantaged students?

○ YES ○ NO

B. If 'YES,' give source of funding:

○ PART B
○ PART 102B
○ PART G

29. SECOND O.E. CODE	30. Total	31. Co-op	32. Two Courses	33. Three Courses
6 digits	2 digits	2 digits	2 digits	2 digits

NCS Trans-Optic F-2782 34321

34. THIRD O.E. CODE						35. Total		36. Co-op		37. Two Courses		38. Three Courses	
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

39. FOURTH O.E. CODE						40. Total		41. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

42. FIFTH O.E. CODE						43. Total		44. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

45. SIXTH O.E. CODE						46. Total		47. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

48. SEVENTH O.E. CODE						49. Total		50. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

51. EIGHTH O.E. CODE						52. Total		53. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

54. NINTH O.E. CODE						55. Total		56. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

57. TENTH O.E. CODE						58. Total		59. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

60. ELEVENTH O.E. CODE						61. Total		62. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SPECIFIC INSTRUCTIONS FOR COMPLETING VERS 1.3

Item 1 - School Name

Write in the name of this school.

Item 2 - Course Title

Refer to Appendix A. Write in name of course as it is given in the list of Virginia Vocational Education Course Codes. Make note of the course number for use in item 7.

Item 3 - Teacher's Name

Write in the name of the instructor for this section.

Item 4 - Teacher's Social Security Number

Enter in the boxes the social security number of the instructor whose name appears in item 3. Blacken in the proper circle below each number.

Item 5 - Division Code

Obtain the division code from the list of Division Codes included as Appendix B of this guide.

Item 6 - School Code

Obtain the school code from your VERS coordinator. The VERS Coordinator will receive the state list of school codes for the correct school year.

Item 7 - Course Code

Obtain the course number from the list of Virginia Vocational Education Course Codes as given in Appendix A of this guide. This number must correspond to the course name given in item 2. Use only the codes given in Appendix A.

Item 8 - Course Length

Enter the total number of weeks this course meets during the school year. The total number of weeks should not exceed a maximum of 36 weeks.

Item 9 - Number of Periods

Enter the total number of class periods this course meets each day for regular class instruction. The number of periods released from school for co-op on-the-job training will be entered in items 20 and 21.

Note: If the vocational education courses you teach have modular scheduling, you should equate the average number of modules each class is offered daily, based on a five-day school week, and the average length of each class module in minutes, then complete Items 9 and 10 for vocational education students in modular scheduling.

Example 1:

A group of students is enrolled in an approved vocational education program for three 30-minute modules on Monday, Wednesday, and Friday of each week throughout the 36-week school year. These classes do not meet on Tuesday and Thursday.

In order to complete Items 9 and 10 for the approved class of students, multiply the number of modules (3) offered daily, times the length of each module in minutes (30), times the number of days the class is offered each week (3), and divide by the number of school days per week (5) to get the average number of minutes daily.

$$3 \times 30 \times 3 \div 5$$
$$270 \div 5 = 54 \text{ minutes per day}$$

Since a class period for vocational classes is defined as being a minimum of 53 minutes of instruction, including reasonable time to change classes, Item 9 and 10 should be completed as follows:

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 54

Example 2:

A group of students is enrolled in an approved vocational education program for three 20-minute modules five days per week throughout the 36-week school year. Use the same procedure as in Example 1:

$$3 \times 20 \times 5 \div 5$$
$$300 \div 5 = 60 \text{ minutes per day}$$

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 60

Item 10 - Length of Period

Enter the length of each class period in minutes.

Item 11-12 - Sex

Indicate the total number of males and females in this class.

Item 13 - Disadvantaged

Enter the number of students in this class who are considered to be disadvantaged. The definition of disadvantaged is: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational program or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Item 14 - Handicapped

Enter the number of students in this class who are considered to be handicapped. The definition of handicapped is: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

Item 15 - Caucasians or White Students

Enter the number of students in this class who are Caucasians or White. Teachers should use their best judgment in making this determination.

Item 16 - Black Students

Enter the number of students in this class who are Africian or Negroid origin.

Item 17 - Other Students

Enter the number of students in the class who are of an ethnic origin other than Caucasian or Black.

Item 18 - Grade 8 or Below

Enter the number of students in this class who are in the eighth grade or below. This is the student's actual grade and not the grade for which this course is normally offered.

Item 19 - Grade 9 or Above

Enter the number of students in this class who are in the ninth grade or above. This is the student's actual grade and not the grade for which this course is normally offered.

Item 20 - Co-op - Two Periods

Enter the number of co-op students who are released from school two periods for on-the-job training. (The number of periods of in-school related instructions for co-op students is entered in item 9.)

Item 21 - Co-op - Three Periods

Enter the number of co-op students who are released from school three periods daily for on-the-job training.

Item 22 - Special Class for Handicapped

Is this a class specially designed for handicapped students? (see definition under item 14)

Item 23 - Special Class for Disadvantaged

A. Is this a class specially designed for disadvantaged students? (see definition under item 13)
B. If "yes", indicate whether the type of funding is Part B, Part 102B, or Part G. This information is given on the approved application received by the project director. If you do not have this information, check with your vocational director or your division superintendent's office.

The form provides for reporting a maximum of eleven different O.E. Codes for a class. Report each student in the most appropriate O.E. Code. Use no more than eleven codes for any one class. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a class form should be within the same vocational service.

Item 24 - First O.E. Code - Largest Enrollment

Enter the first O.E. Code of students enrolled in this class.
Item 25 - Indicate the total number of students for this code.
Item 26 - Indicate the number of coop students for this code.
Item 27 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 28 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 29 - Second O.E. Code - Second Largest Enrollment

If there is a second O.E. Code represented in this class, enter it in item 29.
Item 30 - Indicate the total number of students for this code.
Item 31 - Indicate the number of coop students for this code.
Item 32 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 33 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 34 - Third O.E. Code - Third Largest Enrollment

If there is a third O.E. Code represented in this class enter it in item 34.
Item 35 - Indicate the total number of students for this code.
Item 36 - Indicate the number of coop students for this code.
Item 37 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 38 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 39 - Fourth O.E. Code - Fourth Largest Enrollment

If there is a fourth O.E. Code represented in this class enter it in item 39.
Item 40 - Indicate the total number of students for this code.
Item 41 - Indicate the number of coop students for this code.

Item 42 - Fifth O.E. Code - Fifth Largest Enrollment

If there is a fifth O.E. Code represented in this class enter it in item 42.
Item 43 - Indicate the total number of students for this code.
Item 44 - Indicate the number of coop students for this code.

Item 45 - Sixth O.E. Code - Sixth Largest Enrollment

If there is a sixth O.E. Code represented in this class enter it in item 45.
Item 46 - Indicate the total number of students for this code.
Item 47 - Indicate the number of coop students for this code.

Item 48 - Seventh O.E. Code - Seventh Largest Enrollment

If there is a seventh O.E. Code represented in this class enter it in item 48.
Item 49 - Indicate the total number of students for this code.
Item 50 - Indicate the number of coop students for this code.

Item 51 - Eighth O.E. Code - Eighth Largest Enrollment

If there is an eighth O.E. Code represented in this class enter it in item 51.
Item 52 - Indicate the total number of students for this code.
Item 53 - Indicate the number of coop students for this code.

Item 54 - Ninth O.E. Code - Ninth Largest Enrollment

If there is a ninth O.E. Code represented in this class enter it in item 54.
Item 55 - Indicate the total number of students for this code.
Item 56 - Indicate the number of coop students for this code.

Item 57 - Tenth O.E. Code - Tenth Largest Enrollment

If there is a tenth O.E. Code represented in this class enter it in item 57.
Item 58 - Indicate the total number of students for this code.
Item 59 - Indicate the number of coop students for this code.

Item 60 - Eleventh O.E. Code - The remainder of the enrollment identified with the most appropriate one O.E. Code.

If there is a eleventh O.E. Code represented in this class enter it in item 60.
Item 61 - Indicate the total number of students for this code.
Item 62 - Indicate the number of coop students for this code.

This completes the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column. Be sure the form is filled in correctly. Incorrect forms may prevent your school division from receiving the correct reimbursement.

Return this form along with the forms from the other sections of courses you teach to your VERS coordinator in your school or school division.

VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM - VERS 2.3A and 2.3B

INSTRUCTIONS FOR TEACHERS

The Virginia Vocational Education Adult Enrollment Form is used to collect summary enrollment information about students in adult vocational education programs. Two variations of the form, VERS 2.3A (red color) and VERS 2.3B (aqua color), are used to collect the required enrollment data.

Reimbursed Adult Vocational Education Programs - VERS 2.3A

The form, VERS 2.3A (red color), is used for adult vocational education courses for which the preliminary applications for reimbursement have been approved by the appropriate state supervisor. The individual in each school division designated to handle reimbursement for adult vocational programs will receive the forms from the appropriate state supervisor and will give them to you. Information from VERS 2.3A is used for determining the amount of funds for adult vocational education programs in your school division. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed. Complete and return the VERS 2.3A forms to the same person from which you received the forms at the conclusion of each course. This individual will send the completed forms along with the requests for reimbursement to the appropriate state supervisor. All forms should be in the State Office not later than June 1.

Non-reimbursed Adult Programs - VERS 2.3B

Form VERS 2.3B (aqua color) is used for adult vocational education courses which are eligible for reimbursement for state vocational funds but such funds have not been requested or approved. For example, a course provided for business or industry where the entire cost is provided by that business or industry would be reported in the VERS 2.3B form. These forms are available from your VERS Coordinator. Information from VERS 2.3B is used for reporting to the U. S. Office of Education. Accuracy is essential. Complete the VERS 2.3B forms at the conclusion of each course and return them to your local VERS coordinator. All forms should be in the State Office not later than June 1.

Instructions for Completing
VERS 2.3A and 2.3B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

A separate form is to be completed by you at the conclusion of each adult preparatory, adult supplementary and/or apprenticeship course. For purposes of these forms, a student is any person who enrolls in a course. Listed below these instructions are definitions of the adult programs.

Listed below are item by item instructions for completing both VERS 2.3A and VERS 2.3B.

VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

FORM VERS 2.3A (FOR REIMBURSED COURSES)

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○✓○ ○○✓

1. TEACHER'S NAME _____

2. DIVISION NAME _____

3. COURSE NAME _____

4. CLOSING DATE OF COURSE Month ___ / Day ___ / Year 28

5. Program Type:

- ○ Preparatory
- ○ Supplementary
- ○ Apprenticeship

6. Reason for Program Offering:

- ○ Standard Course
- ○ Requested by Local Employees
- ○ Requested by Local Employers
- ○ Requested by Adult Education Staff or Advisory Committee
- ○ Community Survey Indicated Need

7. Div. Code

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

8. SCHOOL CODE

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

9. TEACHER'S SOCIAL SECURITY NUMBER

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

10. Total Sessions

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

11. Total Course Hrs.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

12. Total Employed

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

13. Total Unemployed

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

14. FIRST O.E. CODE

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

15. Males

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

16. Females

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

17. Regular

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

18. Disad.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

19. Handicap

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

20. SECOND O.E. CODE

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

21. Males

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

22. Females

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

23. Regular

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

24. Disad.

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

25. Handicap

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

NCS Trans-Optic F2783-54321

26. THIRD O.E. CODE	27. Males	28. Females	29. Regular	30. Disad.	31. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

32. FOURTH O.E. CODE	33. Males	34. Females	35. Regular	36. Disad.	37. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

38. FIFTH O.E. CODE	39. Males	40. Females	41. Regular	42. Disad.	43. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

44. SIXTH O.E. CODE	45. Males	46. Females	47. Regular	48. Disad.	49. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

50. SEVENTH O.E. CODE	51. Males	52. Females	53. Regular	54. Disad.	55. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

FORM VERS 2.3B (FOR NONREIMBURSED COURSES)

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ✓○○ ○✓○ ○○✗

1. TEACHER'S NAME

2. DIVISION NAME

3. COURSE NAME

4. CLOSING DATE OF COURSE Month / Day / Year

5. Program Type:

- ○ Preparatory
- ○ Supplementary
- ○ Apprenticeship

6. Reason for Program Offering:

- ○ Standard Course
- ○ Requested by Local Employees
- ○ Requested by Local Employers
- ○ Requested by Adult Education Staff or Advisory Committee
- ○ Community Survey Indicated Need

7. Div. Code

8. SCHOOL CODE

9. TEACHER'S SOCIAL SECURITY NUMBER

10. Total Sessions

11. Total Course Hrs.

12. Total Employed

13. Total Unemployed

14. FIRST O.E. CODE

15. Males

16. Females

17. Regular

18. Disad.

19. Handicap

20. SECOND O.E. CODE

21. Males

22. Females

23. Regular

24. Disad.

25. Handicap

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26. THIRD O.E. CODE	27. Males	28. Females	29. Regular	30. Disad.	31. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

32. FOURTH O.E. CODE	33. Males	34. Females	35. Regular	36. Disad.	37. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

38. FIFTH O.E. CODE	39. Males	40. Females	41. Regular	42. Disad.	43. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

44. SIXTH O.E. CODE	45. Males	46. Females	47. Regular	48. Disad.	49. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

50. SEVENTH O.E. CODE	51. Males	52. Females	53. Regular	54. Disad.	55. Handicap
0 0 0 0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
1 1 1 1 1 1	1 1 1	1 1 1	1 1 1	1 1 1	1 1 1
2 2 2 2 2 2	2 2 2	2 2 2	2 2 2	2 2 2	2 2 2
3 3 3 3 3 3	3 3 3	3 3 3	3 3 3	3 3 3	3 3 3
4 4 4 4 4 4	4 4 4	4 4 4	4 4 4	4 4 4	4 4 4
5 5 5 5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
6 6 6 6 6 6	6 6 6	6 6 6	6 6 6	6 6 6	6 6 6
7 7 7 7 7 7	7 7 7	7 7 7	7 7 7	7 7 7	7 7 7
8 8 8 8 8 8	8 8 8	8 8 8	8 8 8	8 8 8	8 8 8
9 9 9 9 9 9	9 9 9	9 9 9	9 9 9	9 9 9	9 9 9

1. Teacher's Name - Enter full name of the principal class instructor or name of the coordinator where there is a series of short blocks of instructions making up the course.

2. Division Name - Enter the name of the school division where classes were taught.

3. Course Name - Give course title.

4. Closing Date of Course - Give the date of the last class meeting.

5. Program Type - Indicate whether the adult program is preparatory, supplementary, or apprenticeship. (Definitions of adult preparatory, adult supplementary, and adult apprenticeship programs are given on the next page.)

6. Reason for Course Offering - Choose the most appropriate reason for offering the course.

7. Division Code - Give three-digit code for the school division where the course was located. (Division code listed in Appendix B of this guide.)

8. School Code - If the course was located at a school, give the four-digit code for that school. If the course was not located at a school, enter the number 9999.

9. Teacher's Social Security Number - Enter the social security number of the individual named in item 1.

10. Total Sessions - Give the total number of class sessions.

11. Total Course Hours - Give the total number of instructional hours.

12. Total Employed - Give the total number of students who are known to be employed at the time this report is completed.

13. Total Unemployed - Give the total number of students who are known to be unemployed at the time this report is completed.

This form provides for reporting a maximum of seven different O.E. Codes for this course. No more than seven O.E. Codes should be used for a given course. Report the students in the most appropriate O.E. Codes. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a form should be within the same vocational service.

14. First O.E. Code - Give the first O.E. Code to be listed.

For items 15-19, indicate the number of students for the first O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped. (See definitions following these instructions.)

20. Second O.E. Code - If there is more than one O.E. Code, enter the second O.E. Code in item 20.

For items 21-25, indicate the number of students for the second O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

26. Third O.E. Code - If there is a third O.E. Code enter it in item 26.

For items 27-31, indicate the number of students for the third O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

32. Fourth O.E. Code - If there is a fourth O.E. Code enter it in item 32.

For items 33-37, indicate the number of students for the fourth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

38. Fifth O.E. Code - If there is a fifth O.E. Code, enter it in item 38.

For items 39-43, indicate the number of students for the fifth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

44. Sixth O.E. Code - If there is a sixth O.E. Code, enter it in item 44.

For items 45-49 indicate the number of students for the sixth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

50. Seventh O.E. Code - If there is a seventh O.E. Code, enter it in item 50.

For items 51-55, indicate the number of students for the seventh O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

Definitions

Adult Preparatory Program - A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary Program - A program designed to provide training for persons who have already entered the labor market and need training to be updated, or upgraded to achieve stability or advancement in their current employment (consumer and homemaking classes and Young Homemakers of America are included in this classification).

Adult Apprenticeship Program - Occupational training undertaken by a trade or industry in cooperation with a public school for high school graduates only. Student works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Regular Students - Persons who are neither disadvantaged nor handicapped.

Disadvantaged Students - Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

Handicapped Students - Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

O.E. Code - Refers to the career objective for which the student is trained. Determine the proper O.E. Code number from Appendix A of this guide.

VIRGINIA VOCATIONAL EDUCATION
STUDENT COMPLETION FORM, VERS 3.2

The VERS 3.2 form is used to collect information from students who complete a high school vocational education program, graduate from high school or withdraw from high school with marketable skills. This information provides the basis for the follow-up of these students.

The VERS 3.2 form is an individual student form. It contains a section to be completed by the teacher and a section to be completed by the student.

INSTRUCTIONS FOR TEACHERS

1. Items 5 through 19 of this form are to be completed by students on or about May 1. Students who are absent on that day should complete the form as soon as they return to class. Items 1 through 4 will be completed by the teacher.

2. A form should be completed by each student who can be classified in one of the following five categories at the close of this school year: (See Exceptions and Definitions of Program Completions below)

   A. Will complete a vocational program and graduate this year.
   B. Will complete a vocational program this year, but graduate in a future year.
   C. Completed a vocational program and withdrew from school without graduating.
   D. Did not complete a vocational program but will graduate this year and is employed fulltime in field of training or a related field.
   E. Withdrew from the vocational program without completing, left this school, and is employed fulltime in field of training or a related field.

   Exceptions:

   a. Business Education: the form should not be completed by students who have been enrolled in only the general business or beginning typewriting courses.

   b. Consumer and Homemaking Education: the form should not be completed by students in any course which is a part of the Cousumer and Homemaking Education program.

   c. Industrial Arts Education: the form should not be completed by students enrolled in Industrial Arts Education.

   Definitions of Program Completion at the Secondary Level

   Agricultural Education: Students completing the requirements of an approved agricultural education occupational program of three or more years duration, (May be only two years duration if taught at a vocational center that operates on the basis of three consecutive periods

of instruction daily for each course)

or

completion of an approved senior intensified vocational education program of occupational preparation.

Business Education: Students completing a minimum of three courses in an approved business education occupational program,

or

completion of an approved senior intensified vocational education program of occupational preparation.

Distributive Education: Students completing the requirements of an approved distributive education occupational program of one or more years duration, (Students other than Seniors should not be reported as completions if it is known that they will continue in a D. E. program the following year)

or

completion of an approved senior intensified vocational education program of occupational preparation.

Home Economics Education

Occupational Home Economics: Students completing the requirements of an approved occupational home economics program which is one or more years duration based upon the level of competency needed for job entry,

or

completion of an approved senior intensified vocational education program of occupational preparation.

Trade and Industrial Education: Students completing the requirements of an approved trade and industrial education program (health included) which is one or more years duration based upon the level of competency needed for job entry,

or

completion of an approved senior intensified vocational education program of occupational preparation.

3. Write the name of the school and the name of the student (for each student who qualifies under one of the five categories in item 2 on the previous page)in the spaces provided in the upper right-hand corner of the form. This is to be done prior to the day the students are to complete the forms. If the student is no longer in the school, you should obtain the necessary information and complete the form for the student.

4. On the day before you plan to use the form, ask the students to:

   a. bring a #2 pencil to use in filling out the form.

   b. know the correct address and telephone number at which they can be contacted for the follow-up.

   c. bring their social security number if they have one.

5. If some students do not have their correct address, telephone number or social security number on the day the forms are completed, keep their forms separate and have the students fill in the missing information the following day.

6. Please study the teacher's script included in this guide. It is written so that you may read it verbatim to your classes. Several items in the script contain blanks. Fill in the blanks provided in items 5 and 6 before class. Use your judgment as to the method of presentation.

7. Students enrolled in a program in another school, such as a vocational center, should use the codes for the school where the program is offered (items 5 and 6), as well as the code for their home high school division (item 7).

8. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O.E. Codes (U.S. Office of Education Codes) and Vocational Education Course Codes

   Appendix B: Division Codes

VIRGINIA VOCATIONAL EDUCATION STUDENT COMPLETION FORM VERS 3.2

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

READ THE INSTRUCTIONS PRINTED ON BACK OF THIS FORM.

TEACHER ONLY

1. Status	2. Graduation Month	2. Graduation Year	3. Co-op	4. Classification
A	Jan	'75	YES	A
B	Feb	'76	NO	B
C	Mar	'77		C
D	Apr	'78		
E	May	'79		
	June			
	July			
	Aug			
	Sep			
	Oct			
	Nov			
	Dec			

School Name:

Student Name:

5. Div. Code

6. School Code

7. Home Div. Code

8. O.E. Code

9. Home Telephone

10. LAST NAME FIRST NAME MI

11. STREET ADDRESS, P.O. BOX or ROUTE No.

12. CITY, TOWN or POST OFFICE

13. STATE

- VA
- DC
- KY
- MD
- NC
- TN
- W Va

14. Zip Code

15. Age

16. SEX

Male Female

38

17. STUDENT'S S.S. No.

18. Ethnic Origin

- Black
- Caucasian
- Other

19. Last Grade Completed

- 7 or below
- 8
- 9
- 10
- 11
- 12

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TEACHER'S SCRIPT FOR GIVING
INSTRUCTIONS TO STUDENTS

Script type may be read to the students; regular type is instructions or explanations provided for your benefit.

Write answers to items 5, 6, 7, and 8 on chalkboard. As class begins, be sure all students have #2 pencils. Ball point pens cannot be used.

We have been asked by the State Department of Education to complete a student completion form today. This school division receives state and federal funds to help finance its vocational programs. In order for the State Department of Education in Richmond and the U. S. Office of Education in Washington, D. C. to plan and budget for vocational education, they must have certain information concerning the students enrolled in the programs throughout the state. The information you are being asked to give may be available but not necessarily in the form needed by these agencies. The information given will be kept strictly confidential. It is important that you fill out the form correctly today because the information on it will be used to contact many of you approximately six months after you graduate from high school. At that time you will receive a questionnaire asking for information such as your present job, where you work, kind of skills you are using, etc. I encourage you to complete the form when it arrives and return it. The information will be valuable for improving vocational programs in the future in this school as well as across the state.

Pass out the forms to those students whose names you have written on the forms. *As you receive the form check your name on the upper right hand corner, read the brief instructions on the back of the form and notice the sample marks. Be sure to mark the form as shown. COMPLETELY BLACKEN THE CIRCLES. MAKE ONLY ONE MARK IN EACH COLUMN. DO NOT EXTEND A MARK INTO AN ADJACENT CIRCLE. If you make an error, be sure to erase it completely.*

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 5-19.

Instructions for completing items 1 through 4 begin on page 28 of this guide.

Item 5 - Division Code

I have written on the chalkboard the code for the division where your classes are located. Enter _____ in item 5 and blacken in the proper circle below each number. Obtain the division number from the list of Division Codes included in Appendix B of this guide. Students not familiar with this type of optical scanning form should be warned to be careful to stay within the small circles around the letters or numbers.

Item 6 - School Code

In item 6, enter _____ as shown on the board and blacken in the proper circle below each number. Obtain the school code from the VERS coordinator for your division. The VERS Coordinator will have the State list of school codes for the current school year.

Item 7 - Home Division Code

Fill in the division code of your home school division. Obtain the appropriate division codes from the list of Division Codes in Appendix B of this guide and write them on the chalkboard. If a student's home school division is the same school division where the vocational education courses are offered, his home school division code (item 7) is the same as in item 5.

Item 8 - O. E. Code

Item 8 is the Office of Education code. This code refers to the occupation for which you are being trained. Obtain the code numbers from the list of O. E. Codes (Appendix A) and write them on the board. Students in a given class of business education, distributive education, or ICT may have different codes, but all should

be within the same vocational service. Use only the codes listed.

Item 9 - Telephone Number

Enter the telephone number for your permanent address in the boxes (do not enter area code) and blacken in the proper circles below.

Item 10 - Student's Name

Item 10 is your name. Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial. Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.*

Item 11 - Premanent Street Address, P. O. Box, or Route and Box

Item 11 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. Those forms will be sent to the address given in item 11. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.

Item 12 and 13 - City, Town, or Post Office and State

Items 12 and 13 are the city, town or post office and state in which your mail is received. Print the city name in item 12 and then blacken in the circle corresponding to each letter. Indicate the state in item 13 by marking the circle corresponding to the correct state.

Item 14 - Zip Code

The zip code is item 14. Be sure to put in the correct code number and then blacken the circles below.

Item 15 - Age

Age is item 15. This is your age as of May 1 of the current school year. Write in your age and blacken the proper circle below each number.

Item 16 - Sex

Blacken the circle corresponding to your sex in item 16.

Item 17 - Social Security Number

Item 17 calls for your social security number. This will be used for identification purposes only. If you do not have a number, leave the space entirely blank. Enter only the numbers, do not put in the hyphens. Do not skip any spaces in the number. Blacken in the proper circle below each number. Remember, social security numbers are on driver's licenses and may be on other identification cards. If some students do not want to give their social security number, tell them to leave the space blank.

Item 18 - Ethnic Group

Item 18 is ethnic group. If you consider yourself of African or Negroid origin mark Black. Those of you who consider yourself Caucasians or white should mark Caucasian. If you consider yourself of another ethnic group not previously mentioned

mark Other. Some students may not wish to indicate their ethnic group. Do not insist that this item be completed by the students. It should be completed by teachers if not completed by the students.

Item 19 - Last Grade Completed

For item 19, mark the circle corresponding to the last grade completed as of the end of this school year. This is the student's actual grade and not the grade for which your course is normally offered.

This completes your section of the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column.

I will complete items 1, 2, 3, and 4. They deal with some additional information about your graduation date and this program.

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 5-19

Item 1 - Student Status

As indicated previously, a form should be completed by each student who can be classified in one of the following five categories. Mark the correct circle indicating the status of this student.

A. Will complete a vocational program and graduate this year.
B. Will Complete a vocational program this year, but will graduate in a future year.
C. Completed a vocational program and withdrew from school without graduating.
D. Did not complete a vocational program but will graduate this year and is employed fulltime in field of training or related field.
E. Withdrew from the vocational program without completing, left this school, and is employed fulltime in field of training or a related field.

Item 2 - Graduation Date

Mark the correct circles to indicate the month and year this student will (did) graduate. If the student will (did) not graduate, leave this item blank.

Item 3 - Co-op Program

Is this student participating in co-op on-the-job training related to your vocational program?

Item 4 - Classification of Student

Indicate the student's classification: (see definitions below)

Mark "A" if the student is considered "Regular"
Mark "B" if the student is considered "Disadvantaged"
Mark "C" if the student is considered "Handicapped"

Definitions:

A. Regular: Persons who are considered neither disadvantaged nor handicapped.

B. Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

C. Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in the regular program who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.3A and 5.3B

INSTRUCTIONS FOR TEACHERS

These forms are to be completed by students who have fulfilled the requirements for completion of an adult preparatory program. Listed below are definitions of program completions for each vocational service and the instructions for completing the form. The information given will be kept strictly confidential. All forms should be in the State Office not later than June 1.

Requirements for Program Completion at the Adult Level

Business Education A student who has finished the sequence of courses for one of the preparatory occupational programs,

or

A student who has met the requirements of the most advanced course in typewriting and completed one additional course in office education.

Distributive Education A person who earns the certificate or diploma granted at the completion of the following: (1) a single course of ten hours or more in length in the DE preparatory adult program ("Training for Part-Time Employment" course is excluded), or (2) all required course hours in DE preparatory adult diploma program.

Home Economics Education A student who completes the requirements of any approvable course in occupational home economics.

Trade and Industrial Education A student who completes a preparatory program consisting of a unit or a series of units of combined classroom and shop learning experiences or practical work experiences satisfying the requirements of a vocational objective leading to employment.

Instructions For Completing
VERS 5.3A and 5.3B

VERS 5.3A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.3A (brown color) is to be completed by students as they complete the requirements of a reimbursed adult preparatory program. The individual in each school division designated to handle reimbursement for adult vocational programs will receive the forms from the appropriate state supervisor. You should obtain copies of the form from this individual. After the student completes the form, return it to the same individual. He will send the form to the appropriate state supervisor.

VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.3A

(For Reimbursed Courses)

3. Start/Completion Date of Student Program

A. START Month	A. START Year	B. COMPLETION Month	B. COMPLETION Year
○ Jan.	○ '70	○ Jan.	○ '75
○ Feb.	○ '71	○ Feb.	○ '76
○ Mar.	○ '72	○ Mar.	○ '77
○ Apr.	○ '73	○ Apr.	○ '78
○ May	○ '74	○ May	○ '79
○ June	○ '75	○ June	○ '80
○ July	○ '76	○ July	
○ Aug.		○ Aug.	
○ Sept.		○ Sept.	
○ Oct.		○ Oct.	
○ Nov.		○ Nov.	
○ Dec.		○ Dec.	

4. Student's S.S. No.

5. Div. Code

6. Home Div. Code

7. Student's Phone No.

1. Division Name:

2. Teacher's Name:

8. LAST NAME, FIRST NAME, M.I.

9. Street Address, P.O. Box, or Route & Box No.

10. CITY, TOWN, or POST OFFICE

11. STATE

○ VA
○ DC
○ KY
○ MD
○ NC
○ TN
○ W. Va.

12. ZIP CODE

13. O.E. Code

14. Age

15. Educ.

16. SEX

○ Male
○ Female

17. TEACHERS ONLY

a. Classification	b. Program
○ A ○ B ○ C	○ A ○ B ○ C

NCS Trans-Optic F2787-54321

VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.3B

(For Non-Reimbursed Courses)

1. Division Name:

2. Teacher's Name:

3. Start/Completion Date of Student Program

A. START		B. COMPLETION	
Month	Year	Month	Year
○ Jan.	○ '70	○ Jan.	○ '75
○ Feb.	○ '71	○ Feb.	○ '76
○ Mar.	○ '72	○ Mar.	○ '77
○ Apr.	○ '73	○ Apr.	○ '78
○ May	○ '74	○ May	○ '79
○ June	○ '75	○ June	○ '80
○ July	○ '76	○ July	
○ Aug.		○ Aug.	
○ Sept.		○ Sept.	
○ Oct.		○ Oct.	
○ Nov.		○ Nov.	
○ Dec.		○ Dec.	

4. Student's S.S. No.

5. Div. Code

6. Home Div. Code

7. Student's Phone No.

8. LAST NAME, FIRST NAME, M.I.

9. Street Address, P.O. Box, or Route & Box No.

10. CITY, TOWN, or POST OFFICE

11. STATE

○ VA
○ DC
○ KY.
○ MD
○ NC
○ TN
○ W. Va.

12. ZIP CODE

13. O.E. Code

14. Age

15. Educ.

16. SEX

○ Male
○ Female

17. TEACHERS ONLY

a. Classification	b. Program
○ A ○ B ○ C	○ A ○ B ○ C

NCS Trans-Optic F2788-54321

VERS 5.3B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.3B (purple color) is to be completed by students as they complete the requirements of adult preparatory program. The local VERS Coordinator will receive this form from the State Coordinator of Vocational Education Research and Statistics. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the state office for tabulation.

Item by Item Script
for VERS 5.3A and 5.3B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

Portions of the following instructions are written in script form for your convenience in reading to the student. The portions in regular type are instructions or explanations for your benefit.

After each student has a copy of the form, allow him time to read the instructions on the back of the form.

1. Division Name - *Give name of school division where classes were taught.*
2. Teacher's Name - *Enter full name of the principal class instructor.*
3. Start/End Dates of Your Program - *Mark the month and year that your program began and the month and year that your program was completed.*
4. Social Security Number - *Enter your social security number. If you do not have a number, leave it blank.*
5. Division Code - *The code for this school division is _____.* Give the three-digit code for the school division where the classes were located. Obtain the division code numbers from the list of Division Codes in Appendix B.
6. Home Division Code - *If the division code in item 5 is not the code for the school division in which you live, fill in your home division code, otherwise leave this item blank.* Provide when necessary the home division code numbers to the students. Out-of-state students should use 999 for the home division code.

7. Phone Number - *Give your permanent home telephone number.*

8. Student's Name - *Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial.* Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.*

9. Address - *Item 9 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. These follow-up forms will be sent to the address given in item 9. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.*

10. City - *Give the city, town, or post office in which your mail is received.*

11. State - *Mark the State in which your city, town, or post office is located.*

12. Zip Code - *Enter the correct code number.*

13. O.E. Code - *Give the six-digit code referring to the career objective for which you are being trained in this program.* A list of O. E. Codes is provided in Appendix A. Choose the appropriate code from the list—no other codes can be accepted.

14. Age - *Give your age as of your last birthday.*

15. Education - *Give the level of your highest year of education.*

16. Sex - *Fill in the circle corresponding to your sex.*

Item 17 should be completed by the instructor.

17a. Classification - Refers to student classification. Definitions of classification are given below. Mark only one.

Mark "A" if the student is considered "Regular".
Mark "B" if the student is considered "Disadvantaged".
Mark "C" if the student is considered "Handicapped".

Definitions

Regular: Persons who are considered neither disadvantaged nor handicapped.

Disadvantaged: Persons who have academic, socioeconomics, cultural or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

17b. Program - Refers to program designation. Indicated how the program is designated.

Mark only one.

Mark "A" if the program in which this student is participating is a "regular" class.
Mark "B" if the program in which this student is participating is specially designed for "disadvantaged" students.
Mark "C" if the program in which this student is participating is specially designed for "handicapped" students.

APPENDIX A

O.E. CODES AND VOCATIONAL EDUCATION COURSE CODES
VIRGINIA STATE DEPARTMENT OF EDUCATION
TEACHER'S DAILY ASSIGNMENT CODES LIST 1975-76

Agricultural Education Occupational Programs

O.E. Codes		Course Codes and Titles	
010100	Agricultural Production	8010	Agricultural Production III
		8012	Agricultural Production IV
		8014	Agricultural Production V
010200	Agricultural Supplies and Services	8022	Agricultural Business III
		8024	Agricultural Business IV
		8026	Agricultural Business V
010300	Agricultural Mechanics	8016	Agricultural Machinery Services III
		8018	Agricultural Machinery Services IV
		8020	Agricultural Machinery Services V
010400	Agricultural Products	8028	Agricultural Processing and Marketing III
		8030	Agricultural Processing and Marketing IV
		8032	Agricultural Processing and Marketing V
010500	Ornamental Horticulture	8034	Ornamental Horticulture III
		8036	Ornamental Horticulture IV
		8038	Ornamental Horticulture V
010600 or 010700	Agricultural Resources or Forestry	8040	Natural Resources Management III
		8042	Natural Resources Management IV
		8044	Natural Resources Management V
			(List under the most appropriate OE Code.)
019900	Other - Agriculture	8006	Agricultural Science and Mechanics I
		8008	Agricultural Science and Mechanics II
		8050	Agriculture - Special Needs
		8070	General Mechanics - Special Needs - (Disadvantaged)
		8053	Agricultural Education for the Handicapped

Agricultural Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles	
010500	Ornamental Horticulture	8051	Turf Management Coop.
		8051	Turf Management Non-Coop.

Agricultural Education Senior Intensified Programs (Continued)

O.E. Codes		Course Codes and Titles	
010300	Agricultural Mechanics	8052	Farm Equipment Oper. Coop.
		8052	Farm Equipment Oper. Non-Coop.

Agricultural Orientation and Exploration Programs

O.E. Codes		Course Codes and Titles	
019999	Exploratory or Orientation	8002	Exploratory Agriculture - Grade 6 - (18 wks)
		8003	Exploratory Agriculture - Grade 7 - (18 wks)
		8004	Exploratory Agriculture - Grade 8 - (18 or 36 wks)

Business Education Occupational Programs

O.E. Codes		Course Codes and Titles	
140100	Accounting and Computing Occupations	*6110	General Business - (18 or 36 weeks)
		6151	Beginning Typewriting
		6340	Clerical Accounting I (block)
		6350	Clerical Accounting II (block)
			or
		*6110	General Business
		6151	Beginning Typewriting
		6311	Bookkeeping, Beginning
		6315	Bookkeeping, Advanced
		6410	Office and Clerical Practice
			or
		6500	Vocational Office Training
140200	Business Data Processing Systems Occupations	*6110	General Business
		6151	Beginning Typewriting
		6640	Business Data Processing I (block)
		6650	Business Data Processing II (block)
140300	Filing, Office Machines, General Clerical Occupations Reprographics	*6110	General Business
		6151	Beginning Typewriting
		6710	Filing I or 6660 Reprograph I
		6720	Filing II or 6670 Reprograph II
			or
		*6110	General Business
		6151	Beginning Typewriting
		6154	Advanced Typewriting
		6311	Beginning Bookkeeping
			or
		6330	Recordkeeping I
		6410	Office and Clerical Practice
			or
		6500	Vocational Office Training
		6420	Office Procedure

*General Business students at the ninth grade level will be reported as O.E. Code 149999. General Business students enrolled at other grade levels will not be reported.

Business Education Occupational Programs (Continued)

O.E. Codes		Course Codes and Titles	
140100 140300	Office Services - Disadvantaged	6740 6741 6742	Office Services I (block) Office Services II (block) Office Services III (block)
	Office Services-Handicapped	6745	Business Education for Handicapped
140700	Stenographic, Secretarial and Related Occupations	*6110 6151 6250 6260	General Business Beginning Typewriting Stenography I (block) Steno. II (block) or 6730 Med.Off.Pro. or or 6735 Leg.Off.Pro.
		*6110 6151 6154 6211 6215 6410	General Business Beginning Typewriting Advanced Typewriting Shorthand, Beginning Shorthand, Advanced Office and Clerical Practice or
		6500	Vocational Office Training
140900	Typing and Related Occupations	*6110 6151 6159 6160	General Business Beginning Typewriting Clerk-Typist I(block) Clerk-Typist II or
		*6110 6151 6154 6410	General Business Beginning Typewriting Advanced Typewriting Office and Clerical Practice or
		6500	Vocational Office Training

Business Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles	
140300	Filing, Office Machine, General Clerical Occuptions Reprographics	6750 6750	Office Clerk Coop. Office Clerk Non-Coop.

Business Education Orientation and Exploration

O.E. Codes		Course Codes and Titles	
149999	Business Exploration	6109 6320 6430 6611	Business Exploration Accounting - Grade 12 Office Supervision and Management Survey of Data Processing

*General Business students at the ninth grade level will be reported as O.E. Code 149999. General Business students enrolled at other grade levels will not be reported.

Business Education for Adult Classes Only

O.E. Codes		Course Codes and Titles
140600	Personnel Training and Related Occupations	
140800	Supervisory and Administrative Management Occupations	

Distributive Education Occupational Programs

O.E. Codes		Occupational Preparation Programs (Coop)	Course Codes and Titles	
040100	Advertising Serv	DE Coop. Program	8120	DE II - Grade 11
040200	Apparel & Acces		8130	DE III - Grade 12
040300	Automotive		8140	DE II Coop. - Grade 11 - Disadvantaged
040400	Finance & Credit		8141	DE II Coop. - Grade 12 - Disadvantaged
040500	Floristry		8160	DE for Handicapped
040600	Food Distribution			
040700	Food Services			
040800	Gen Merchandise	Use Appropriate O.E. Code For Each Student's Career Objective		
040900	Hdwe Bldg			
041000	Home Furnishings			
041100	Hotel & Lodging	Marketing	8132	Marketing I - Grade 11
041200	Industrial Marketing		8134	Marketing II - Grade 12
041300	Insurance			
041400	International Trade	Use Appropriate O.E. Code For Each Student's Career Objective		
041500	Personal Services			
041600	Petroleum			
041700	Real Estate			
041800	Recreation & Tourism			
041900	Transportation			
042000	Wholesaling			
049998	Radio-TV Broadcasting			
049999	Explor or Orientation			
049900	Other (Occup in DE coop not classified elsewhere)			
041600	Petroleum	Petroleum Marketing	**8148	Petroleum Marketing - Grade 12
040600	Food Distribution	Food Distribution	**8142	Food Distribution - Grade 12
			**8143	Food Distribution - Grade 12 - Disadvantaged
040700	Food Services	Hotel-Motel Management	**8146	Hotel-Motel Management - Grade 12

**Courses approved for special school divisions.

Distributive Education Occupational Programs (Continued)

O.E. Codes		Occupational Preparation Programs (Coop)	Course Codes and Titles
041100	Hotel & Lodging		
041500	Personal Services		
	or		
041800	Recreation & Tourism		
049998	Radio-TV Broadcast	Radio-TV Broadcasting	**8161 Radio & TV I - Grade 9 **8162 Radio & TV II - Grade 10 **8163 Radio & TV III - Grade 11 **8164 Radio & TV IV - Grade 12

Distributive Education Senior Intensified Programs

O.E. Codes	Course Codes and Titles
Use Appropriate O.E. Code	8149 Retail Selling Non-Coop.

Distributive Education Orientation and Exploration Programs

O.E. Codes			Course Codes and Titles
040100	Advertising Serv	Education for Employment	8157 Educa. for Employ. - Grade 7 - Disadvantaged 8158 Educa. for Employ. - Grade 8 - Disadvantaged 8159 Educa. for Employ. - Grade 9 - Disadvantaged
040200	Apparel & Acces		
040300	Automotive		
040400	Finance & Credit		
040500	Floristry		
040600	Food Distribution		
040700	Food Services		
040800	Gen Merchandise	Use Appropriate O.E. Code For Each Student's Career Objective	
040900	Hdwe Bldg		
041000	Home Furnishings		
041100	Hotel & Lodging	DE I Preparatory	8110 DE I Preparatory - Grade 10
041200	Industrial Marketing		
041300	Insurance		
041400	International Trade	Use Appropriate O.E. Code For Each Student's Career Objective	
041500	Personal Services		
041600	Petroleum		
041700	Real Estate		
041800	Recreation & Tourism		
041900	Transportation		
042000	Wholesaling		

**Courses approved for special school divisions.

Distributive Education Orientation and Exploration Programs (Continued)

O.E. Codes			Course Codes and Titles	
049998	Radio-TV Broadcasting			
049999	Explor. or Orientation			
049900	Other (Occup in DE coop not classified elsewhere)			
040200	Apparel & Acces	Fashion Merchandising	8144	Fashion Merchandising - Grade 12
040800	Gen Merchandise			

Home Economice Education Occupational Programs

O.E. Codes		Course Codes and Titles	
		Recommended Prerequisites for Home Economics Occupational Programs: Consumer and Homemaking I & II	
Use Appropriate O.E. Code		8224	Occ. H. E. Cluster I - Disadv.
		8225	Occ. H. E. Cluster II - Disadv.
090201	Child Care Services	8285	Child Care Occupations I
		8286	Child Care Occupations II
		8287	Child Care Occ. I - Disadv.
		8288	Child Care Occ. II - Disadv.
090202	Clothing Services	8280	Clothing Occupations I
		8281	Clothing Occupations II
		8282	Clothing Occ. I - Disadv.
		8283	Clothing Occ. II - Disadv.
090203	Food Services	8275	Food Occupations I
		8276	Food Occupations II
		8277	Food Occ. I - Disadv.
		8278	Food Occ. II - Disadv.
090204	Home Furnishings Services	8295	Home Furnishings Occupations I
		8296	Home Furnishings Occupations II
		8298	Home Furnishings I - Disadv.
		8299	Home Furnishings II - Disadv.
090205	Home & Institutional Services	8290	Home and Instit. Occupations I
		8291	Home and Instit. Occupations II
		8292	Home and Instit. Occ. I - Disadv.
		8293	Home and Instit. Occ. II - Disadv.
Use appropriate O.E. Codes-Handicapped		8222	Occ. Home Ec. for Handicapped

Home Economics Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles	
090203	Food Services	8279	Catering Specialist Coop.
		8279	Catering Specialist Non-Coop.
090202	Clothing Services	8283	Fashion Specialist - Coop.
		8283	Fashion Specialist - Non-Coop.

Consumer and Homemaking Programs

O.E. Codes		Course Codes and Titles	
090101	Consumer & Homemaking	8230	Homemaking I
		8240	Homemaking II
		8250	Homemaking III
		8260	Homemaking IV
	Family Living	8270	Homemaking V (Non-Sequential)
090103	Clothing Management	*8241	Clothing I
090103	Clothing Management	*8242	Clothing II
090107	Food Management	*8246	Foods I
090107	Food Management	*8247	Foods II

O.E. Codes Specialized Areas		Course Codes and Titles	
090101	Consumer and Homemaking	8230	Homemaking I
090101	Consumer and Homemaking	8240	Homemaking II
090102	Child Development	8284	Child Development - 18 wks.
090101	Consumer and Homemaking	8230	Homemaking I
090101	Consumer and Homemaking	8240	Homemaking II
090103	Clothing Management	8274	Clothing Management - 18 wks.
090101	Consumer and Homemaking	8230	Homemaking I
090101	Consumer and Homemaking	8240	Homemaking II
090108	Consumer Economics - Home Manage.	8271	Consumer Economics - Home Management - 18 wks.
090101	Consumer and Homemaking	8230	Homemaking I
090101	Consumer and Homemaking	8240	Homemaking II
090101	Marriage and the Family	8272	Marriage & the Family - 18 wks.
090101	Consumer and Homemaking	8230	Homemaking I
090101	Consumer and Homemaking	8240	Homemaking II
090107	Food Management	8273	Food Management - 18 wks.
090101	Consumer and Homemaking	8230	Homemaking I
090101	Consumer and Homemaking	8240	Homemaking II
090109	Home Furnishings & Housing	8297	Home Furnishings & Housing - 18 wks.

*Courses approved by State Board of Education for specific school divisions.

Home Economics Orientation and Exploration Programs

O.E. Codes		Course Codes and Titles	
(Non-Sequential Offerings)			
090999	Intermediate Consumer & Homemaking	8205	Homemaking Grade 6 - 18 wks.
		8206	Homemaking Grade 7 - 18 wks.
		8207	Homemaking Grade 7 - less than 18 wks.
		8208	Homemaking Grade 7 - 36 wks.
		8210	Homemaking Grade 8 - 18 wks.
090199	Home Economics - Homemaking	8220	Home Economics - Adapted - 36 wks.
090999	Home Economics Occupational Expl.	8221	Home Economics - Occupational Exploration - 36 wks.

Industrial Arts Orientation and Exploration

O.E. Codes		Course Codes and Titles	
109999	Industrial	8464	Exploring Technology - 18 wks.
		8461	Exploring Techn. - 18 wks. or 36 wks.
		8462	Modern Industry and Techn. (7-9 grades)
		8463	American Industry (7-9 grades)
		8431	The World of Construction (7-9 grades)
		8425	The World of Manufacturing (8-10 grades)
		8415	The World of Communications (9-10 grades)
		8445	The World of Transportation (9-10 grades)

Trade and Industrial Education Occupational Programs

O.E. Codes		Course Codes and Titles	
170100	Air Conditioning & Refrigeration	8503	Air Cond. & Refrig. I
		8504	Air Cond. & Refrig. II
		8505	Air Cond. & Refrig. III
170301	Auto Body Repair	8676	Auto Body Repair I
		8677	Auto Body Repair II
		8678	Auto Body Repair III

Trade and Industrial Education Occupational Programs (Continued)

O.E. Codes		Course Codes and Titles	
170303	Auto Mechanics	8506	Auto Mechanics I
		8507	Auto Mechanics II
		8508	Auto Mechanics III
		8710	Auto Servicing I - Disadv.
		8711	Auto Servicing II - Disadv.
171004	Bricklaying (Masonry)	8512	Bricklaying I
		8513	Bricklaying II
		8514	Bricklaying III
		8713	Bricklaying I - Disadv.
		8714	Bricklaying II - Disadv.
171099	Building Trades (Other Construction and Maintenance)	8515	Building Trades I
		8516	Building Trades II
		8517	Building Trades III
		8716	Building Trades I - Disadv.
		8717	Building Trades II - Disadv.
171001	Cabinetmaking & Carpentry	8518	Carpentry-Cabinet Making I
		8519	Carpentry-Cabinet Making II
		8520	Carpentry-Cabient Making III
170700	Commercial Art Occupations	8570	Commercial Art I
		8571	Commercial Art II
		8572	Commercial Art III
172900	Commercial Foods (Quantity Food Occupations)	8521	Commercial Foods I
		8522	Commercial Foods II
		8523	Commercial Foods III
		8719	Commercial Foods I - Disadv.
		8720	Commercial Foods II - Disadv.
173300	Commercial Sewing (Textile Production & Fabrication)	8524	Commercial Sewing I
		8525	Commercial Sewing II
		8526	Commercial Sewing III
172602	Cosmetology	8527	Cosmetology I
		8528	Cosmetology II
		8529	Cosmetology III
171200	Diesel Mechanics	8679	Diesel Mechanics I
171300	Drafting Occupations	8530	Drafting I
		8531	Drafting II
		8532	Drafting III
171400	Electricity (Electrical Occup.)	8533	Electricity I
		8534	Electricity II
		8535	Electricity III

Trade and Industrial Education Occupational Programs (Continued)

O.E. Codes		Course Codes and Titles	
171500	Electronics (Electronic Occupations)	8536	Electronics I
		8537	Electronics II
		8538	Electronics III
070303	Health Assistant Cluster (Same as Nurses' Assistant)	8561	Health Assistant Cluster I - Disadv.
	***Industrial Cooperative Training	8901	Industrial Cooperative Tr. I
		8902	Industrial Cooperative Tr. II
171099	Industrial Maintenance Mechanics (Other Construction & Maintenance)	8575	Industrial Maint. Mech. I
		8576	Industrial Maint. Mech. II
		8577	Industrial Maint. Mech. III
	***Industrial Work Experience	8905	Industrial Work Experience I - Disadv.
		8906	Industrial Work Experience II - Disadv.
172300	Machine Shop (Metalworking Occupations)	8539	Machine Shop I
		8540	Machine Shop II
		8541	Machine Shop III
171099	Maintenance & Repair (Other Construction & Maintenance)	8542	Maintenance & Repair I - Disadv.
		8543	Maintenance & Repair II - Disadv.
		8544	Maintenance & Repair III - Disadv.
070904	Medical Assistants	8545	Medical Assistants I
		8546	Medical Assistants II
		8547	Medical Assistants III
172300	Metal Trades (Metalworking Occupations)	8548	Metal Trades I
		8549	Metal Trades II
		8550	Metal Trades III
		8722	Metal Fabrication I - Disadv.
		8723	Metal Fabrication II - Disadv.
179900	Mine Machinery Repair	8580	Mine Machinery Repair I
		8581	Mine Machinery Repair II
		8582	Mine Machinery Repair III
070303	Nurses' Aide	8560	Nurses' Aide I
		8562	Nurses' Aide II
171007	Plumbing and Pipefitting	8551	Plumbing I
		8552	Plumbing II
		8553	Plumbing III

***List students by Occupational Code.

Trade and Industrial Education Occupational Programs (Continued)

O.E. Codes		Course Codes and Titles	
173100	Power Mechanics (Small Engine Repair)	8554	Power Mechanics I
		8555	Power Mechanics II
		8556	Power Mechanics III
		8725	Small Engine Repair I - Disadv.
		8726	Small Engine Repair II - Disadv.
070302	Practical Nursing	8557	Practical Nursing I
		8558	Practical Nursing II
		8559	Practical Nursing III
171900	Printing (Graphics Arts Occuptaions)	8660	Printing I
		8661	Printing II
		8662	Printing III
172300	Sheet Metal (Metalworking Occupations)	8663	Sheet Metal I
		8664	Sheet Metal II
		8665	Sheet Metal III
173400	Shoe Repairing	8666	Shoe Repairing I
		8667	Shoe Repairing II
		8668	Shoe Repairing III
173300	Tailoring (Textile Production & Fabrication)	8669	Tailoring I
		8670	Tailoring II
		8671	Tailoring III
172300	Welding (Metalworking Occupations)	8672	Welding I
		8673	Welding II
		8674	Welding III
Use Appropriate O.E. Code		9011	T & I Education for Handicapped

Trade and Industrial Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles	
Use Appropriate O.E. Code		8904	Ind. Coop. Training Coop.
170302	Auto Mechanics	8680	Tune Up Specialist Non-Coop.
170301	Auto Body Repair	8681	Painter, Automobile Non-Coop.
172900	Qty. Food Occup.	8691	Short Order Cook Non-Coop.

Trade and Industrial Orientation and Exploration Programs

O.E. Codes		Course Codes and Titles	
179999	Industrial Career Exploration	8702	Industrial Career Expl. I
		8704	Industrial Career Expl. II

Trade and Industrial Orientation and Exploration Programs (Continued)

O.E. Codes		Course Codes and Titles	
179999	Industrial Career Orientation	8701	Industrial Career Orient. I
		8703	Industrial Career Orient. II

Other O.E. Codes For Trade and Industry and Health
(For Use with Cooperative and Adult Courses)

170200	Appliance Repair	172802	Law Enforcement Trg
170399	Other Automotive	172899	Other Public Serv
170400	Aviation Occup	173000	Refrigeration
170500	Blueprint Reading	173200	Stationary Energy Sources Occup.
170600	Bus Mach Maint	173500	Upholstering
170800	Cml Fishery Occup	173600	Woodworking Occup.
170900	Cml Photog Occup	179900	Other (ICT Occup not classified elsewhere)
171002	Electricity		
171100	Custodial Serv		
171600	Fabric Maint Serv		
171700	Foremanship Super & Mgt Devel		
172000	Ind Atomic Energy		
172100	Instr Maint & Repair		
172200	Maritime Occup		
172400	Metallurgy Occupations		
172699	Other Personal Serv		
172801	Fireman Training		

HEALTH PROGRAMS

070101	Dental Assistant	070501	Radiologic Technology
070102	Dent Hygienist (Asso)	070700	Environmental Health
070103	Dent Lab Tech	070800	Mental Health Tech
070203	Med Lab Assisting	070903	Inhalat Therapy Tech
070299	Other Med Lab Tech	070906	Health Aide
070301	Nurse, Asso Degree	079999	Explor or Orientation
070401	Occupational Therapy	079900	Other (ICT Occup not classified elsewhere)
070402	Physical Therapy		

ACROSS-THE-BOARD COURSES***
(Special Projects)

O.E. Codes	Course Codes and Titles	
Use the appropriate O.E. Code and course codes to use for across-the-board course.	9010	Work Instruction Program for Fourteen & Fifteen Year Old Students
	9020	Cooperative Program I for Former Dropouts and Potential Dropouts
	9030	Cooperative Program II for Former Dropouts and Potential Dropouts
	9012	Combined Vocational Education for Handicapped

APPENDIX B
DIVISION CODES

COUNTIES

ACCOMACK	001
ALBEMARLE	002
ALLEGHANY	003
AMELIA	004
AMHERST	005
APPOMATTOX	006
ARLINGTON	007
AUGUSTA	008
BATH	009
BEDFORD	010
BLAND	011
BOTETOURT	012
BRUNSWICK	013
BUCHANAN	014
BUCKINGHAM	015
CAMPBELL	016
CAROLINE	017
CARROLL	018
CHARLES CITY	019
CHARLOTTE	020
CHESTERFIELD	021
CLARKE	022
CRAIG	023
CULPEPER	024
CUMBERLAND	025
DICKENSON	026
DINWIDDIE	027
ESSEX	028
FAIRFAX	029
FAUQUIER	030
FLOYD	031
FLUVANNA	032
FRANKLIN	033
FREDERICK	034
GILES	035
GLOUCESTER	036
GOOCHLAND	037
GRAYSON	038
GREENE	039
GREENSVILLE	040
HALIFAX	041
HANOVER	042
HENRICO	043
HENRY	044
HIGHLAND	045
ISLE OF WIGHT	046
JAMES CITY CO.	047
KING GEORGE	048
KING & QUEEN	049
KING WILLIAM	050
LANCASTER	051
LEE	052
LOUDOUN	053
LOUISA	054
LUNENBURG	055
MADISON	056
MATHEWS	057
MECKLENBURG	058
MIDDLESEX	059
MONTGOMERY	060
NELSON	062
NEW KENT	063
NORTHAMPTON	065
NORTHUMBERLAND	066
NOTTOWAY	067
ORANGE	068
PAGE	069
PATRICK	070
PITTSYLVANIA	071
POWHATAN	072
PRINCE EDWARD	073
PRINCE GEORGE	074
PRINCE WILLIAM	075
PULASKI	077
RAPPAHANNOCK	078
RICHMOND	079
ROANOKE	080
ROCKBRIDGE	081
ROCKINGHAM	082
RUSSELL	083
SCOTT	084
SHENANDOAH	085
SMYTH	086
SOUTHAMPTON	087
SPOTSYLVANIA	088
STAFFORD	089
SURRY	090
SUSSEX	091
TAZEWELL	092
WARREN	093
WASHINGTON	094
WESTMORELAND	095
WISE	096
WYTHE	097
YORK	098

CITIES

ALEXANDRIA	101
BEDFORD	140
BRISTOL	102
BUENA VISTA	103
CHARLOTTESVILLE	104
CHESAPEAKE	136
CLIFTON FORGE	105
COLONIAL HEIGHTS	106
COVINGTON	107
DANVILLE	108
EMPORIA	138
FAIRFAX	134
FALLS CHURCH	109
FRANKLIN	135
FREDERICKSBURG	110
GALAX	111
HAMPTON	112
HARRISONBURG	113
HOPEWELL	114
LEXINGTON	137
LYNCHBURG	115
MARTINSVILLE	116
NEWPORT NEWS	117
NORFOLK	118
NORTON	119
PETERSBURG	120
PORTSMOUTH	121
RADFORD	122
RICHMOND	123
ROANOKE	124
SALEM	139
SOUTH BOSTON	133
STAUNTON	126
SUFFOLK	127
VIRGINIA BEACH	128
WAYNESBORO	130
WILLIAMSBURG	131
WINCHESTER	132

TOWNS

CAPE CHARLES	201
COLONIAL BEACH	202
FRIES	203
POQUOSON	205
SALTVILLE	206
WEST POINT	207

SPECIAL ADULT DIVISION CODES

For purposes of VERS reporting, use the following division codes for the corresponding institutions where adult vocational education courses are taught:

Community Colleges

820 Blue Ridge Community College
821 Central Virginia Community College
822 Dabney S. Lancaster Community College
823 Danville Community College
824 Eastern Shore Community College
825 Germanna Community College
826 John Tyler Community College
827 Lord Fairfax Community College
828 Mountain Empire Community College
829 New River Community College
830 Northern Virginia Community College
831 Patrick Henry Community College
832 Paul D. Camp Community College
833 Piedmont Community College
834 Rappahannock Community College
835 J. Sargeant Reynolds Community College
836 Southside Virginia Community College
837 Thomas Nelson Community College
838 Tidewater Community College
839 Virginia Highlands Community College
840 Virginia Western Community College
841 Wytheville Community College
842 Southwest Virginia Community College

Colleges and Universities

870 Longwood College
871 Madison College
872 George Mason College
873 Medical College of Virginia
874 Christopher Newport College
875 Norfolk State College
876 Old Dominion University
877 Radford College
878 Richard Bland College
879 University of Virginia
880 Clinch Valley College
881 Virginia Commonwealth University
882 Virginia Military Institute
883 Virginia Polytechnic Institute and State University
884 Virginia State College
885 College of William and Mary
886 Mary Washington College

State Agencies

903 State Police Administration Headquarters

Adult Correctional Institutions

980 Bland Correctional Farm
981 Virginia State Penitentiary
982 Virginia State Farm for Men
983 Southampton Farm
984 Virginia State Industrial Farm for Women (Goochland)
985 Prince George Federal Reformatory
986 Wise Correctional Unit at Coeburn, Virginia

Institutions for the Handicapped

940 Children's Rehabilitation Center
941 Lynchburg Training School and Hospital
943 Petersburg Training School
944 Reception and Training School
945 Virginia School at Hampton
946 Virginia School at Staunton
947 Woodrow Wilson Rehabilitation Center
948 Virginia Treatment Center
949 DeJarnette Center

Appendix C

Virginia Vocational Education Follow-Up Forms

VERS 4.3 - Secondary Students

VERS 6.2 - Adult Preparatory Students

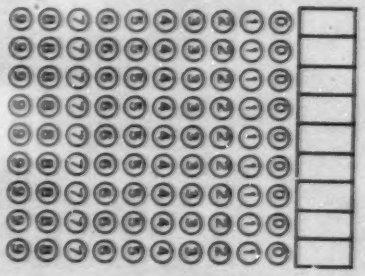
VIRGINIA STATE DEPARTMENT OF EDUCATION
VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP FORM VERS 4.3

DIRECTIONS: This form contains six groups of questions. Start answering the questions in Group I. Where circles ○ are provided, blacken completely ● the circle beside your answer. When an answer requires writing, write only in the box following the question. Stay within the box. Please answer all questions in a group until you are instructed to move forward.

Use No. 2 pencil. Erase errors completely. Do not make any stray marks.

Do not fold, roll, staple, clip, or mutilate this form.

Use the large self-addressed envelope to return the completed form.



DO NOT WRITE OR MARK IN THIS AREA

GROUP I

1.1 What was your major vocational program in high school?

- ○ Agricultural Education
- ○ Business Education
- ○ Distributive Education
- ○ Home Economics Education
- ○ Trade and Industrial Education
- ○ Health Occupation Education

1.2 If you were to start all over again, what area of education would you select?

- ○ Same vocational education field
- ○ Different vocational education field (specify:) _____
- ○ Non-vocational education field

1.3 Were you able to enroll in the vocational education program of your choice?

- ○ Yes (if you mark "yes", go to item 1.5)
- ○ No

1.4 What was the major reason that you could not enroll in the vocational education program of your choice?

- ○ Unavailability of the program
- ○ Limitation of the class size
- ○ Counselor advised against it
- ○ Parents/teacher advised against it
- ○ Other reason

GROUP I Continued

1.5 What is your present status?

- ○ In the military service (go to GROUP IV)
- ○ Continuing education as a full-time student (go to GROUP IV)
- ○ Employed (go to GROUP II)
- ○ Unemployed (go to GROUP III)

GROUP II

2.1 What is the title of your present job?

Title _____

2.2 How many hours do you work per week?

- ○ Less than 30 hours
- ○ 30 hours or more

2.3 How do you like your present job?

- ○ Like it very much
- ○ Like it somewhat
- ○ Dislike it somewhat
- ○ Dislike it very much

2.4 Did you get the job because of vocational training in school?

- ○ Yes
- ○ No

GROUP II Continued

2.5 How often do you use the knowledge and skills gained in your major vocational program in school?

- ○ Frequently
- ○ Occasionally
- ○ Never

2.6 What is the pay per week (before deductions) on your present job?

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP IV

GROUP III

3.1 If you are not employed now are you looking for a job?

- ○ Yes
- ○ No

GO TO GROUP IV

NCS Trans-Optic F2786-54321

GROUP IV

4.1 How many full-time jobs (30 hours or more per week) have you had since leaving school?

- ○ None (Go to GROUP VI)
- ○ One (Go to GROUP V)
- ○ Two (Go to GROUP V)
- ○ Three (Go to GROUP V)
- ○ Four or more (Go to GROUP V)

GROUP V

Information on the first full-time job after leaving high school.

5.1 Was your first full-time job in the occupational area of your major vocational program?

- ○ Yes (If "yes", go to question 5.3)
- ○ No

5.2 If your first full-time job was not in the field of training, what was the major reason?

- ○ Tried, but couldn't find a job
- ○ Couldn't get into apprentice program
- ○ Better job came along first
- ○ Didn't want that type of work
- ○ Instructor advised against it
- ○ Other reason (explain):

5.3 What was the title of your first full-time job after leaving school?

5.4 How far from your high school was your first full-time job?

- ○ 0 - 25 miles
- ○ 26 - 50 miles
- ○ 51 - 100 miles
- ○ 101 - 200 miles
- ○ more than 200 miles

GROUP V Continued

5.5 Who helped you find your first full-time job? (mark all that apply)

- ○ Vocational teachers
- ○ Guidance counselors
- ○ Other teachers
- ○ Placement service at school
- ○ State employment service
- ○ Relatives
- ○ Others
- ○ Found it myself

5.6 If it took longer than you expected to find your first full time job, what was the most important reason?

- ○ No jobs available in the community
- ○ Wasn't interested in the jobs available
- ○ Parents wanted me to stay at home
- ○ Lacked skills or other qualifications for the jobs available
- ○ Was too young
- ○ Got married
- ○ Went to college
- ○ Other (specify):

5.7 How well did your vocational training prepare you for your first full-time job?

- ○ Exceptionally well
- ○ Well
- ○ Not too well
- ○ Poorly

5.8 What was the starting pay per week (before deductions) on your first full-time job?

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP VI

GROUP VI

6.1 Please rate your former school on each of the items below.

EXCELLENT	GOOD	FAIR	POOR	
○	○	○	○	Instructors' ability in teaching
○	○	○	○	Teachers' interest in students
○	○	○	○	Availability of different vocational education programs
○	○	○	○	Guidance/counseling service
○	○	○	○	Availability of career information
○	○	○	○	Information on availability of job opening
○	○	○	○	Tools and equipment
○	○	○	○	Condition of shops/labs
○	○	○	○	Condition of school building

If you have specific comments about your vocational training, teachers or school, please write them on a separate sheet of paper and enclose with this form.

THANK YOU FOR YOUR COOPERATION

DIRECTIONS

- Read the items carefully and mark appropriate answers.
- Fill circles completely with heavy black marks.
- Use No. 2 pencil only.
- Erase errors completely.
- Make no stray marks.
- Mail the completed form to the address on back.

If employed, mark one.

- ○ Civilian employment
- ○ Military employment

If civilian employment, how many hours do you work per week?

- ○ 30 hours or more
- ○ Less than 30 hours

If unemployed, mark one of the following.

- ○ Continuing education
- ○ Seeking work
- ○ Not seeking work
- ○ Other

If civilian employment, how often do you use the knowledge and skills acquired in your adult preparatory training program?

- ○ Frequently
- ○ Occasionally
- ○ Never

NCS Trans-Optic F2789-54321

APPENDIX B

VERS-4 SURVEY

VT 103 345

RESULTS OF VERS-4 SURVEY

A questionnaire was sent to all VERS coordinators, supervisors, and directors to determine the adequacy and utility of the information obtained by the VERS-4 form. The following results are based upon 133 returned questionnaires.

1. Are all of the data your school or district needs for program planning and evaluation collected by the VERS-4 in its present form?

   YES - 123
   NO - 9
   OMITTED THIS ITEM - 1

2. What additional data should be collected?

   a. frequency of skill use.
   b. specific program student completed.
   c. if student is unemployed, is he willing to leave the area in order to obtain employment?
   d. name and address of employer.
   e. student's name.
   f. student's sex.
   g. student's marital status.
   h. has the student taken additional course work since leaving school?
   i. for those in the military, should collect: job title, did you get the job because of vocational training in school?
   j. 1.1 should include an option for across-the-board coop programs.
   k. three or five year follow-up.
   l. student descriptors such as ethnic group.
   m. if not looking for employment, why?

3. Could any items be deleted from the VERS-4 form?

   YES - 18
   NO - 96
   OMITTED THIS ITEM - 19

SPECIFIC ITEMS THAT COULD BE OMITTED:

Item		Number of times mentioned
1.2	-	2
1.4	-	2
2.3	-	2
2.4	-	3
2.6	-	4
3.1	-	2
4.1	-	2
5.1	-	1
5.2	-	1
5.3	-	1

Item		Number of times mentioned
5.4	-	3
5.5	-	1
5.6	-	1
5.7	-	1
5.8	-	4
6.1	-	3
Comments	-	1

4. At this time we are planning to provide each school and school division with a tabulation of how their former students answered each question. If the legal problems can be overcome, would it be helpful if the completed form were provided to you also?

   YES - 115
   NO - 17
   OMITTED THIS ITEM - 1

5. Would it be helpful if we provided you with a list of those former students who did not return a completed follow-up form?

   YES - 110
   NO - 22
   OMITTED THIS ITEM - 1

6. Would you be interested in having a consulting service established that would give advice on how these data might be used?

   YES - 97
   NO - 32
   OMITTED THIS ITEM - 4

VIRGINIA STATE DEPARTMENT OF EDUCATION
VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP FORM VERS 4.3

DIRECTIONS: This form contains six groups of questions. Start answering the questions in Group I. Where circles ○ are provided, blacken completely ● the circle beside your answer. When an answer requires writing, write only in the box following the question. Stay within the box. Please answer all questions in a group until you are instructed to move forward.

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- ○ Health Occupation Education

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GROUP I Continued

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- ○ Continuing education as a full-time student (go to GROUP IV)
- ○ Employed (go to GROUP II)
- ○ Unemployed (go to GROUP III)

GROUP II

2.1 What is the title of your present job?

Title

2.2 How many hours do you work per week?

- ○ Less than 30 hours
- ○ 30 hours or more

2.3 How do you like your present job?

- ○ Like it very much
- ○ Like it somewhat
- ○ Dislike it somewhat
- ○ Dislike it very much

2.4 Did you get the job because of vocational training in school?

- ○ Yes
- ○ No

GROUP II Continued

2.5 How often do you use the knowledge and skills gained in your major vocational program in school?

- ○ Frequently
- ○ Occasionally
- ○ Never

2.6 What is the pay per week (before deductions) on your present job?

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP IV

GROUP III

3.1 If you are not employed now are you looking for a job?

- ○ Yes
- ○ No

GO TO GROUP IV

NCS Trans-Optic F2786-54321

GROUP IV

4.1 How many full-time jobs (30 hours or more per week) have you had since leaving school?

- ○ None (Go to GROUP VI)
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- ○ Two (Go to GROUP V)
- ○ Three (Go to GROUP V)
- ○ Four or more (Go to GROUP V)

GROUP V

Information on the first full-time job after leaving high school.

5.1 Was your first full-time job in the occupational area of your major vocational program?

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5.4 How far from your high school was your first full-time job?

- ○ 0 - 25 miles
- ○ 26 - 50 miles
- ○ 51 - 100 miles
- ○ 101 - 200 miles
- ○ more than 200 miles

GROUP V Continued

5.5 Who helped you find your first full-time job? (mark all that apply)

- ○ Vocational teachers
- ○ Guidance counselors
- ○ Other teachers
- ○ Placement service at school
- ○ State employment service
- ○ Relatives
- ○ Others
- ○ Found it myself

5.6 If it took longer than you expected to find your first full time job, what was the most important reason?

- ○ No jobs available in the community
- ○ Wasn't interested in the jobs available
- ○ Parents wanted me to stay at home
- ○ Lacked skills or other qualifications for the jobs available
- ○ Was too young
- ○ Got married
- ○ Went to college
- ○ Other (specify):

5.7 How well did your vocational training prepare you for your first full-time job?

- ○ Exceptionally well
- ○ Well
- ○ Not too well
- ○ Poorly

5.8 What was the starting pay per week (before deductions) on your first full-time job?

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- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP VI

GROUP VI

6.1 Please rate your former school on each of the items below.

EXCELLENT	GOOD	FAIR	POOR	
○	○	○	○	Instructors' ability in teaching
○	○	○	○	Teachers' interest in students
○	○	○	○	Availability of different vocational education programs
○	○	○	○	Guidance/counseling service
○	○	○	○	Availability of career information
○	○	○	○	Information on availability of job opening
○	○	○	○	Tools and equipment
○	○	○	○	Condition of shops/labs
○	○	○	○	Condition of school building

If you have specific comments about your vocational training, teachers or school, please write them on a separate sheet of paper and enclose with this form.

THANK YOU FOR YOUR COOPERATION

APPENDIX C

TEACHER'S GUIDE—1976

VIRGINIA

VOCATIONAL EDUCATION REPORTING SYSTEM

1976

TEACHER'S GUIDE

Vocational Education Management Information System Project
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education and
Division of Educational Research and Statistics
State Department of Education
Richmond, Virginia 23216

80

VT 103 345

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VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

Introduction

The new version of the Vocational Education Reporting System was developed by the Vocational Education Management Information System for Virginia (VEMIS-V) project staff, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education. All data processing is done in the Division of Educational Research and Statistics, State Department of Education. The information collected through VERS will continue to be used to calculate the amount of reimbursement of Vocational Education funds to localities, to prepare U.S.O.E. reports, and to prepare planning documents to meet the Standards of Quality. Accuracy in completing the forms is very important.

Operation of VERS

The operation of the system is under the supervision of the Coordinator of Vocational Education Research and Statistical Information, State Department of Education. This person works with VERS coordinators in each school division of the State. All questions relating to forms and the system should be directed to the VERS coordinator in your school division.

Data Collection Instruments

A new mark sensing reader (NCS 7010 Optical Mark Reader System) obtained by the State Division of Educational Research and Statistics requires new forms and new methods of marking forms. Please destroy all forms you may have from the past school year. You are requested to read the following Marking Instructions carefully!

Use #2 pencil, do not use ink or ball point pen.
Make heavy black marks that fill the circle completely.
Erase completely any changes.
Make no stray marks.

Examples of CORRECT marks

Examples of INCORRECT marks

Nine data collection instruments are used in VERS. Seven of these are to be completed by teachers or students, while two are to be completed by administrative personnel.

Virginia Vocational Education Class Enrollment Form, VERS 1 (Green)

This enrollment form is designed to obtain information about vocational students and vocational programs. Information from this form will be used for federal reporting and to calculate the amount of additional reimbursement for vocational education programs. You will receive copies of the form from the Virginia Vocational Education Reporting System (VERS) coordinator in your school or school division. One form should be completed for each section of a vocational course you teach on September 30 and returned immediately to your school principal. The forms are due in the State Office by October 15. For students enrolled in approved 18 week second semester courses, forms should be completed at the beginning of the second semester and sent to the State Office by March 1. Do not send in forms for any courses which are less than 18 weeks.

School Enrollment Summary Sheet - Vocational Education Class Section Enrollment Forms, VERS 1A

This enrollment form should be completed by the school principal and is designed to verify the enrollments in all vocational education courses taught in the school. It should be completed by the school principal upon receipt of the completed VERS 1 forms from the teachers and submitted to the local VERS Coordinator. This form is due in the State Office by October 15.

Division Superintendent's Enrollment Verification, VERS 1B

This form should be completed by the Division Superintendent of Schools to substantiate the accuracy of the completed VERS 1 forms and their submission to the State Office by October 15.

Virginia Vocational Education Adult Enrollment Form, VERS 2 (Brown)

The VERS 2 form is used to collect summary enrollment information about students in adult vocational programs. Information from this form will be used for federal reporting and to calculate the amount of reimbursement for adult vocational education programs. The VERS Coordinator will distribute copies to you for completion at the conclusion of each adult course. The completed forms will be returned to the VERS Coordinator. The VERS Coordinator will mail the forms to the State Supervisor of the vocational service in which the course was offered. Do not complete forms for adult classes that are not considered vocational education.

Virginia Vocational Education Student Completion Form, VERS 3 (Light Red)

The VERS 3 is an individual student form designed to collect information necessary for conducting a follow-up of former students who completed high school vocational education programs. The form is to be completed on or about May 1 and returned to your local VERS Coordinator immediately. Included in this guide is a complete script for your use in explaining the form to your students.

Virginia Vocational Education Follow-Up Forms, VERS 4 and 6 (Green)

The secondary students to be followed-up will be identified on the basis of the VERS 3 forms. They will be mailed a copy of the Virginia Vocational Education Follow-Up Form, VERS 4, approximately six months after leaving school. Information from the VERS 5 form will be used to identify the adult preparatory students to be followed-up. The adult students will be mailed a copy of the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6, approximately six months after completing the program. The follow-ups will be conducted directly with the former students, thus relieving you of the responsibility of following up students for reporting purposes. Instructions for completing these forms are not included in this guide. (See Appendix D.)

Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5 (Aqua)

The adult preparatory student completion forms are designed to collect individual data about students who have fulfilled the requirements for completion of adult preparatory programs. These data are collected in order that a follow-up may be conducted directly with the former adult students. The VERS 5 form is to be completed by students as they conclude a vocational education adult preparatory program. A complete script is included in this guide for your use in explaining the forms to your students. You should obtain copies of the VERS 5 form from your local VERS Coordinator. After the students complete the forms, return them to the VERS Coordinator. The VERS Coordinator will submit the completed forms to the State Supervisor of the appropriate vocational service.

Fall Report of Vocational Education Teachers, VERS 7

This form is to be completed by every instructor teaching secondary vocational education courses. Each teacher will receive two copies of the form from the VERS Coordinator. One copy of the completed report is to be returned to the VERS Coordinator by September 20. The teacher will keep the second copy on file. The VERS Coordinator will submit the completed reports to the State Supervisor of the respective vocational education services by September 25. For all approved 18 week second semester courses, a copy of VERS 7 should be submitted to the State Supervisor of the appropriate vocational education service at the beginning of the second semester.

IMPORTANT

BEFORE YOU START WORKING ON ANY OF THESE

REPORTS READ THE SPECIFIC INSTRUCTIONS CAREFULLY.

FALL REPORT OF VOCATIONAL EDUCATION

TEACHERS, VERS 7

Instructions for Teachers

The "Fall Report of Vocational Education Teachers" is completed by every instructor teaching secondary vocational education courses. Each teacher will receive two copies of the form from the VERS Coordinator. One copy of the completed report is to be returned by September 20 to the VERS Coordinator. The teacher will keep the second copy on file. THE VERS COORDINATOR WILL SEND THE FORMS TO THE STATE SUPERVISOR OF THE RESPECTIVE VOCATIONAL EDUCATION SERVICES BY SEPTEMBER 25. For all approved 18 week second semester courses a copy of VERS 7 should be submitted to the State Supervisor of the appropriate vocational education service at the beginning of the second semester.

The report consists of nine items:

Items 1 - 5 are self-explanatory.

Item 6 - Daily Activity Chart

A. Assignments by Periods - Indicate the starting time for those periods in which you have daily activities. Put a bracket ([ ) around the periods involving block periods. Example: [$\frac{1}{2}$

B. Activity or Course Code - Refer to Appendix B of this TEACHER'S GUIDE for non-teaching activity codes. Insert the appropriate course code from Appendix A for those periods involving instruction.

C. Activity or Course Title - Write the appropriate activity or course title as it appears in either Appendix A or B. If you have two or more activities during the period, list each activity.

D. Grade Level - Fill in the numbers representing grade levels of students enrolled; for example, fill in 8-9 if both 8th and 9th grade students are enrolled in the same class during the same period.

E. Length of Periods in Minutes - Write in the length of class periods. For pre-school period and post-school period activities, estimate activity duration in minutes.

F. Number of Periods Per Week - Write the number of periods in a week you have the activity specified in Column C.

G. Length of Course in Weeks - Write the number of weeks each course is scheduled.

H. Number of Students Each Period

1. Coop. Write the number of cooperative students you teach during the period.
2. Non-Coop. Write the number of non-cooperative students you teach during the period.

I. Certification - If your teaching certificate is endorsed to teach the course or do the activity specified in Column B, put a check mark (✓) under "yes". If you are not certified, put a check mark (✓) under "no".

Item 7 - Travel Budget

Write the amount approved for travel for coordination activities or home project visits.

Item 8 - Adult Supplement

If you are on adult supplement, check the appropriate number of hours. Attach plan for your adult supplement activities. The plan, in outline form, includes types of activities such as organization, instruction, supervision, promotion, design and development, and recruitment for adult programs and percentage of time spent on each activity.

Item 9 - Sponsor of Student Vocational Organization

If you are a sponsor of a student vocational organization such as DECA, VICA, FBLA, FFA, FHA, or VIASA, mark "yes". Otherwise, mark "no".

Item 10 - Date and Signature

Date the completed form and sign your name verifying the information given.

PLEASE RETURN ONE COPY OF THE COMPLETED FORM TO YOUR VERS COORDINATOR ON OR BEFORE SEPTEMBER 20.

FALL REPORT OF VOCATIONAL EDUCATION TEACHERS FOR THE YEAR 19__-__
(To be completed by September 20)

(1) School Division _____ (2) Name of School _____

(3) Teacher's Name _____ (3) Social Security Number _____

(5) Contract Time (Check one) 10 months ____ 11 months ____ 12 months ____

(6) Daily Activity Chart

A Assignments by Periods, ( ) Bracket Block Periods		B	C	D	E	F	G	H		I	
Period	Starting Time	Activity or Course Code	Activity or Course Title	Grade Level	Length of Periods in Minutes	Number of Periods Per Week	Length of course in weeks	Number of Students		Certified	
								Coop.	Non-Coop.	Yes	No
Pre-School											
1											
2											
3											
4											
5											
6											
7											
8											
Post-School											

(7) Travel Budget _____ *(8) Adult Supplement ____ 60 hrs. ____ 120 hrs. ____ 180 hrs. ____

(9) Sponsor Student Organization ____ yes ____ no

Date _____ Signed _____
Teacher

*If an adult supplement, attach plan for adult activities. (See instruction in Teacher's Guide)

NOTE - Refer to the 1976 VERS TEACHER'S GUIDE for instructions for completing this form.

VIRGINIA VOCATIONAL EDUCATION
CLASS ENROLLMENT FORM, VERS 1

INSTRUCTIONS FOR TEACHERS

1. This form is to be completed on September 30 and submitted to your school principal immediately. The forms should be in the State Office on or before October 15 for students enrolled as of September 30. Forms for approved eighteen week, second semester courses should be in the State Office on or before March 1.

2. A form should be completed for each section of each approved vocational education course you teach. All approved vocational courses are listed in Appendix A of this guide. Only those courses should be reported. Items 1 through 31 apply to the entire enrollment of this course, items 32 through 73 provide for a breakout of the course by the students' occupational objectives.

3. Use a #2 pencil in filling out the form. Completely fill in the correct circles. Do not extend marks outside the circles.

4. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O.E. Codes (U.S. Office of Education Codes) and Vocational Education Course Codes.
   Appendix C: Division Codes

5. The form VERS 1 should be completed for each section of all approved vocational education courses, except as follows:

   a. Business Education:

      1. General Business - Only 9th grade general business students will be reported. These students will be reported under orientation and exploration O.E. Code 149999. General Business students at other grade levels will not be reported.

      2. Beginning Typewriting will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Beginning Typewriting and General Business in the 10th grade. Beginning Typewriting students at other grade levels will not be reported. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Beginning Typewriting in the 10th grade will be reported by the Typing and Related Occupations, O.E. Code 140900.

   b. Industrial Arts: The form should be completed only for those courses listed in Appendix A, Vocational Education Course Codes, of this guide.

VIRGINIA VOCATIONAL EDUCATION CLASS ENROLLMENT
FORM VERS 1

- USE NO. 2 PENCIL
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○⊗○ ○○◐

1. SCHOOL NAME _____

2. COURSE TITLE _____

3. TEACHER'S NAME _____

4. TEACHER'S SOCIAL SECURITY NUMBER

5. DIV. CODE

6. SCHOOL CODE

7. COURSE CODE

8. Course Length

9. No. of Periods

10. Period Length

11. Total Enrolled

12. 9 or Above

13. 8 or Below

14. Coop-2 Periods

15. Coop-3 Periods

16. Disad.

17. Is this a special class for disadvantaged students?

○ YES ○ NO

If 'YES,' give source of funding:

○ PART B ○ PART G ○ PART 102B

18. Is this a special class for handicapped students?

○ YES ○ NO

19. Mentally Retarded

20. Hard of Hearing

21. Deaf

22. Speech Impaired

23. Visually Handicapped

24. Emotionally Distorted

25. Crippled

26. Other

27. Asian

28. Black

29. Hispanic

30. Native American

31. White

32. FIRST O.E. CODE

33. Male

34. Female

35. Male Coop

36. Female Coop

37. Two Courses

38. Three Courses

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39. SECOND O.E. CODE	40. Male	41. Female	42. Male Group	43. Female Group	44. Two Courses	45. Three Courses
0 0 0 0 0 0	0 0	0 0	0 0	0 0	0 0	0 0
1 1 1 1 1 1	1 1	1 1	1 1	1 1	1 1	1 1
2 2 2 2 2	2 2	2 2	2 2	2 2	2 2	2 2
3 3 3 3 3	3 3	3 3	3 3	3 3	3 3	3 3
4 4 4 4 4	4 4	4 4	4 4	4 4	4 4	4 4
5 5 5 5 5	5 5	5 5	5 5	5 5	5 5	5 5
6 6 6 6 6	6 6	6 6	6 6	6 6	6 6	6 6
7 7 7 7 7	7 7	7 7	7 7	7 7	7 7	7 7
8 8 8 8 8	8 8	8 8	8 8	8 8	8 8	8 8
9 9 9 9 9	9 9	9 9	9 9	9 9	9 9	9 9

46. THIRD O.E. CODE	47. Male	48. Female	49. Male Group	50. Female Group	51. Two Courses	52. Three Courses
0 0 0 0 0 0	0 0	0 0	0 0	0 0	0 0	0 0
1 1 1 1 1 1	1 1	1 1	1 1	1 1	1 1	1 1
2 2 2 2 2	2 2	2 2	2 2	2 2	2 2	2 2
3 3 3 3 3	3 3	3 3	3 3	3 3	3 3	3 3
4 4 4 4 4	4 4	4 4	4 4	4 4	4 4	4 4
5 5 5 5 5	5 5	5 5	5 5	5 5	5 5	5 5
6 6 6 6 6	6 6	6 6	6 6	6 6	6 6	6 6
7 7 7 7 7	7 7	7 7	7 7	7 7	7 7	7 7
8 8 8 8 8	8 8	8 8	8 8	8 8	8 8	8 8
9 9 9 9 9	9 9	9 9	9 9	9 9	9 9	9 9

53. FOURTH O.E. CODE	54. Male	55. Female	56. Male Group	57. Female Group	58. Two Courses	59. Three Courses
0 0 0 0 0 0	0 0	0 0	0 0	0 0	0 0	0 0
1 1 1 1 1 1	1 1	1 1	1 1	1 1	1 1	1 1
2 2 2 2 2	2 2	2 2	2 2	2 2	2 2	2 2
3 3 3 3 3	3 3	3 3	3 3	3 3	3 3	3 3
4 4 4 4 4	4 4	4 4	4 4	4 4	4 4	4 4
5 5 5 5 5	5 5	5 5	5 5	5 5	5 5	5 5
6 6 6 6 6	6 6	6 6	6 6	6 6	6 6	6 6
7 7 7 7 7	7 7	7 7	7 7	7 7	7 7	7 7
8 8 8 8 8	8 8	8 8	8 8	8 8	8 8	8 8
9 9 9 9 9	9 9	9 9	9 9	9 9	9 9	9 9

60. FIFTH O.E. CODE	61. Male	62. Female	63. Male Group	64. Female Group	65. Two Courses	66. Three Courses
0 0 0 0 0 0	0 0	0 0	0 0	0 0	0 0	0 0
1 1 1 1 1 1	1 1	1 1	1 1	1 1	1 1	1 1
2 2 2 2 2	2 2	2 2	2 2	2 2	2 2	2 2
3 3 3 3 3	3 3	3 3	3 3	3 3	3 3	3 3
4 4 4 4 4	4 4	4 4	4 4	4 4	4 4	4 4
5 5 5 5 5	5 5	5 5	5 5	5 5	5 5	5 5
6 6 6 6 6	6 6	6 6	6 6	6 6	6 6	6 6
7 7 7 7 7	7 7	7 7	7 7	7 7	7 7	7 7
8 8 8 8 8	8 8	8 8	8 8	8 8	8 8	8 8
9 9 9 9 9	9 9	9 9	9 9	9 9	9 9	9 9

67. SIXTH O.E. CODE	68. Male	69. Female	70. Male Group	71. Female Group	72. Two Courses	73. Three Courses
0 0 0 0 0 0	0 0	0 0	0 0	0 0	0 0	0 0
1 1 1 1 1 1	1 1	1 1	1 1	1 1	1 1	1 1
2 2 2 2 2	2 2	2 2	2 2	2 2	2 2	2 2
3 3 3 3 3	3 3	3 3	3 3	3 3	3 3	3 3
4 4 4 4 4	4 4	4 4	4 4	4 4	4 4	4 4
5 5 5 5 5	5 5	5 5	5 5	5 5	5 5	5 5
6 6 6 6 6	6 6	6 6	6 6	6 6	6 6	6 6
7 7 7 7 7	7 7	7 7	7 7	7 7	7 7	7 7
8 8 8 8 8	8 8	8 8	8 8	8 8	8 8	8 8
9 9 9 9 9	9 9	9 9	9 9	9 9	9 9	9 9

VIRGINIA VOCATIONAL EDUCATION CLASS ENROLLMENT
FORM VERS 1

- USE NO. 2 PENCIL
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○⊗○ ○○◐

1. Carver Heights — SCHOOL NAME

2. DE II - Grade 11 — COURSE TITLE

3. Charles Ned Johnson — TEACHER'S NAME

4. TEACHER'S SOCIAL SECURITY NUMBER	5. DIV. CODE	6. SCHOOL CODE	7. COURSE CODE	8. Course Length
4 7 1 0 6 9 3 5 2	0 4 3	0 6 1 0	8 1 2 0	3 6

9. No. of Periods	10. Period Length	11. Total Enrolled	12. 9 or Above	13. 8 or Below	14. Coop-2 Periods	15. Coop-3 Periods	16. Disad.
1	5 0	1 5	1 5	0 0	1 5	0 0	0 1

17. Is this a special class for disadvantaged students?
○ YES ● NO
If 'YES,' give source of funding:
○ PART B ○ PART G ○ PART 102B

18. Is this a special class for handicapped students?
○ YES ● NO

19. Mentally Retarded	20. Hard of Hearing	21. Deaf	22. Speech Impaired	23. Visually Handicapped	24. Emotionally Disturbed	25. Crippled	26. Other
0 0	0 0	0 0	0 1	0 0	0 0	0 0	0 0

27. Asian	28. Black	29. Hispanic
0 1	0 5	0 0

30. Native American	31. White	32. FIRST O.E. CODE	33. Male	34. Female	35. Male Coop	36. Female Coop	37. Three Courses	38. Three Courses
0 0	0 9	0 4 0 8 0 0	0 7	0 3	0 7	0 3	0 0	0 0

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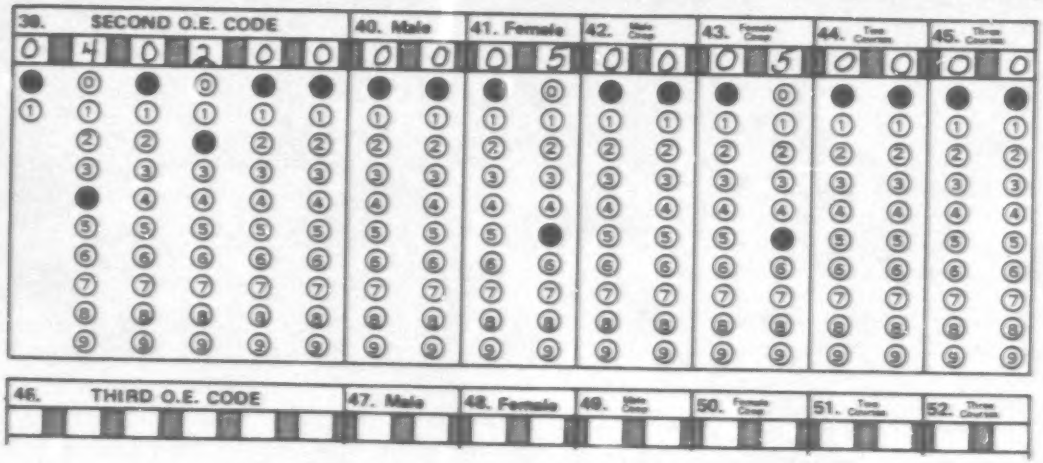

POINTS TO REMEMBER

1. Use No. 2 pencil only.
2. Fill in boxes ▣, where provided, with appropriate numbers.
3. Completely blacken the correct circle (●) below each box.
4. Fill in both boxes in enrollment fields. Example: [0 9]
5. Use division and school codes from state approved lists.
6. If only one OE code is represented in class section, complete form through field No. 38. Space is providud for five (5) additional OE codes, if needed.
7. The total of fields No. 12 and 13 must equal field No. 11 (total enrolled).
8. The total of field No. 27 through 31 must equal field No. 11 (total enrolled).
9. The total number of males and females reported by OE code must equal field No. 11 (total enrolled).
10. Check the completeness and accuracy of <u>all</u> items.

SPECIFIC INSTRUCTIONS FOR COMPLETING VERS

Item 1 - School Name

Write in the name of this school.

Item 2 - Course Title

Refer to Appendix A. Write in name of course as it is given in the list of Virginia Vocational Education Course Codes. Make note of the course number for use in Item 7.

Item 3 - Teacher's Name

Write in the name of the instructor for this section.

Item 4 - Teacher's Social Security Number

Enter in the boxes the social security number of the instructor whose name appears in Item 3. Blacken in the proper circle below each number.

Item 5 - Division Code

Obtain the division code from the list of Division Codes included as Appendix C of this guide.

Item 6 - School Code

Obtain the school code from your VERS Coordinator. The VERS Coordinator will receive the state list of school codes for the current school year.

Item 7 - Course Code

Obtain the course number from the list of Virginia Vocational Education Course Codes as given in Appendix A of this guide. This number must correspond to the course name given in Item 2. Use only the codes given in Appendix A.

Item 8 - Course Length

Enter the total number of weeks this course meets during the school year. The total number of weeks should not exceed a maximum of 36 weeks.

Item 9 - Number of Periods

Enter the total number of class periods this course meets each day for regular class instruction. The number of periods released from school for co-op on-the-job training will be entered in Items 14 and 15.

NOTE: If the vocational education courses you teach have modular scheduling, you should equate the average number of modules each class is offered daily, based on a five-day school week, and the average length of each class module in minutes, then complete Items 9 and 10 for vocational education students in modular scheduling.

Example 1:

A group of students is enrolled in an approved vocational education course for three 30-minute modules on Monday, Wednesday, and Friday of each week throughout the 36-week school year. These classes do not meet on Tuesday and Thursday.

In order to complete Items 9 and 10 for the approved class of students, multiply the number of modules (3) offered daily, times the length of each module in minutes (30), times the number of days the class is offered each week (3), and divide by the number of school days per week (5) to get the average number of minutes daily.

$$3 \times 30 \times 3 \div 5$$
$$270 \div 5 = 54 \text{ minutes per day}$$

Since a class period for vocational classes is defined as being a minimum of 50 minutes of instruction, including reasonable time to change classes, Item 9 and 10 should be completed as follows:

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 54

Example 2:

A group of students is enrolled in an approved vocational education program for three 20-minute modules five days per week throughout the 36-week school year. Use the same procedure as in Example 1:

$$3 \times 20 \times 5 \div 5$$
$$300 \div 5 = 60 \text{ minutes per day}$$

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 60

Item 10 - Length of Period

Enter the length of each class period in minutes.

Item 11 - Total Enrollment

Indicate the total number of students enrolled in this class.

Item 12 - Grade 9 or Above

Enter the number of students in this class who are in the ninth grade or above. This is the student's actual grade and not the grade for which this course is normally offered.

Item 13 - Grade 8 or Below

Enter the number of students in this class who are in the eighth grade or below. This is the student's actual grade and not the grade for which this course is normally offered.

Item 14 - Co-op - Two Periods

Enter the number of co-op students who are released from school two periods daily for on-the-job training. (The number of periods of in-school related instruction for co-op students is entered in Item 9.)

Item 15 - Co-op - Three Periods

Enter the number of co-op students who are released from school three periods daily for on-the-job training.

Item 16 - Disadvantaged

Enter the number of students in this class who are considered to be disadvantaged. The definition of disadvantaged is: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps and who for that reason require specially designed educational program or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving special assistance to enable them to succeed in the regular program. Students considered to be handicapped below are not to be reported as disadvantaged also).

Item 17 - Special Class for Disadvantaged

A. Is this a class specially designed for disadvantaged students? (See definition under Item 16.)

Item 17 - Special Class for Disadvantaged (continued)

B. If "yes", indicate whether the type of funding is Part B, Part 102B, or Part G. This information is given on the approved application received by the project director. If you do not have this information, check with your vocational director or your division superintendent's office.

Item 18 - Special Class for Handicapped

Is this a class specially designed for handicapped students? The definition for handicapped is: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational education program.

NOTE: Items 19 through 26 should include not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving special assistance to enable them to succeed in the regular program.

Item 19 - Mentally Retarded

Indicate the number of students in this class who are mentally retarded. The definition of mentally retarded is: Individuals identified by professionally qualified personnel as being mentally retarded according to degree of retardation. This includes those individuals whose level of mental development is such that they have been identified as unable, without special help, to profit from the usual school program. Children in this category are classified educationally as educable mentally retarded, trainable mentally retarded, and severely mentally retarded.

Item 20 - Hard of Hearing

Indicate the number of students in this class who are hard of hearing. The definition of hard of hearing is: Individuals with slightly to markedly defective hearing, as determined by their ability to use residual hearing in daily life, sometimes with the use of a hearing aid.

Item 21 - Deaf

Indicate the number of students in this class who are deaf. The definition of deaf is: Individuals whose hearing is extremely defective so as to be essentially nonfunctional for the ordinary purposes of life.

Item 22 - Speech Impaired

Indicate the number of students in this class who are speech impaired. The definition of speech impaired is: Individuals with an impairment in speech and/or language (including impaired articulation, stuttering, voice impairment, and a receptive or expressive verbal language handicap) that is sufficiently severe to adversely affect the performance of an individual in the usual school program. This is not to be confused with a language (or communication) difficulty arising from lack of experience with the language of instruction. Speech and language deviations expected to diminish significantly or disappear in the course of the child's normal development are not included.

Item 23 - Visually Handicapped

Indicate the number of students in this class who are visually handicapped. The definition of visually handicapped is: A condition of vision that may adversely affect the performance of an individual. An impairment of vision that is sufficiently severe to adversely affect an individual's performance is considered a visual handicap. A person identified as having a visual handicap may be referred to as partially seeing or blind, according to the nature and severity of his handicap.

Item 24 - Emotionally Disturbed

Indicate the number of students in this class who are seriously emotionally disturbed. The definition of seriously emotionally disturbed is: Individuals identified by qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services whether or not such services are available. Such services - for conditions such as autism, schizophrenia, and other psychotic conditions - include but are not limited to institutional care, other professional treatment or care, and instruction in special classes on a full-time or part-time basis.

Item 25 - Crippled (Orthopedically handicapped)

Indicate the number of students in this class who are crippled. The definition for crippled is: Individuals with an orthopedic condition of a type which might restrict normal opportunity for education or self-support. This term is generally considered to include individuals having impairments caused by congenital anomaly (e.g. clubfoot, absence of some member, etc.) impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, cerebral palsy, etc.) and impairments caused by accident (e.g. fractures or burns which cause contractures, etc.)

Item 26 - Other

Indicate the number of students in this class who have other health impairments. The definition of other health impairments is: Individuals who are handicapped in the educational process because of limited strength, vitality, and alertness due to chronic health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or other illness.

NOTE: Race - the following are the official reporting categories for race or ethnic background as established by USOE. Teachers should use their best judgment in making this determination. All students must be reported in one of the categories.

Item 27 - Asian

Indicate the number of students in this class of Asian (Oriental) or Pacific Island background. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands should be included in this number. Examples: Japanese, Philippino, Hawaiian.

Item 28 - Black

Indicate the number of students in this class of Black but not Hispanic origin. Persons having origins in any of the Black racial groups of Africa should be reported here. Persons whose ancestry is traced to Spanish speaking cultures, such as Puerto Rico, Cuba, Central or South America should be reported as Hispanic.

Item 29 - Hispanic

Indicate the number of students in this class with Spanish surnames or whose ancestry is traced to Spanish speaking cultures, regardless of race.

Item 30 - Native American

Indicate the number of students in this class who are American Indian or Alaskan Native. This includes persons having origins in any of the original peoples of the Western Hemisphere.

Item 31 - White

Indicate the number of students in this class who are of Caucasian but not Hispanic origin. A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian Subcontinent should be included in this number.

This form provides for reporting a maximum of six different O.E. Codes for a class. Report each student in the most appropriate O.E. Code based upon his or her occupational objective. Use no more than six codes for any one class. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a class form should be within the same vocational service.

Item 32 - First O.E. Code - Largest Enrollment

Enter the first O.E. Code of students enrolled in this class.
Item 33 - Indicate the number of male students for this code.
Item 34 - Indicate the number of female students for this code.
Item 35 - Indicate the number of male co-op students for this code.
Item 36 - Indicate the number of female co-op students for this code.
Item 37 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.
Item 38 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

If more than one O.E. Code is represented in this class, repeat the process described for items 32 through 38 above for items 39 through 73 as are appropriate. Only six O.E. Codes should be reported per class and all students should be classified into one of these O.E. Codes. O.E. Codes should be reported in order of enrollment from largest to smallest.

This completes the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column. Be sure the form is filled in correctly. Incorrect forms will cause incorrect enrollments to be reported for your school division and may prevent your school division from receiving the correct reimbursement.

Return a copy of the VERS 1 form for each section of the courses you teach to your school principal. The principal will verify the enrollment of all vocational education courses taught in your school on the School Enrollment Summary Sheet. The VERS 1 forms and the School Enrollment Summary Sheet will then be forwarded to the VERS Coordinator.

SCHOOL ENROLLMENT SUMMARY SHEET
VOCATIONAL EDUCATION CLASS SECTION ENROLLMENT FORMS, VERS 1A

INSTRUCTIONS FOR SCHOOL PRINCIPALS

1. This enrollment form should be completed in triplicate by the school principal upon receipt of the completed VERS 1 forms from the vocational education teachers in the school. Submit two copies of the completed form to the VERS Coordinator and retain one copy for your file.

2. School Name and School Code

   Insert the name of your school and your school's code number. Be sure to use the code number assigned to your school for the current school year. The local VERS Coordinator has a list of these school codes.

3. School Division Name and Division Code

   Insert the name and code of your school division. Obtain the appropriate division code from Appendix C of this Teacher's Guide.

4. Number of Forms

   Enter the number of completed VERS 1 forms received from the vocational education teachers in your school according to service area.

5. Total Enrollment

   Enter the total enrollment in each vocational service indicated by the completed VERS 1 forms as of September 30. This total should equal the total enrollment indicated by your school records as of September 30 for each vocational service. Discrepancies, if any, should be investigated and eliminated.

6. Totals

   Enter the total number of completed VERS 1 forms submitted to you by the vocational education teachers in your school and the total enrollment in vocational education courses in your school.

7. Sign the completed form and enter the date the form is submitted to the local VERS Coordinator.

8. After completing the VERS 1A form, submit two copies of this form along with all completed VERS 1 forms to your VERS Coordinator. Retain an additional copy for your files.

9. THE VERS 1A AND VERS 1 FORMS ARE DUE IN THE STATE OFFICE BY OCTOBER 15.

SCHOOL ENROLLMENT SUMMARY SHEET
VOCATIONAL EDUCATION CLASS SECTION ENROLLMENT FORMS, VERS 1A

School Name: _____

School Code: _____

School Division Name: _____

Division Code: _____

Service	Number of Forms	Total Enrollment
Agricultural Education		
Business Education		
Distributive Education		
Health Education		
Home Economics Education		
Industrial Arts Education		
Trade and Industrial Education		
Totals		

The above report represents the vocational education enrollment of this school as of September 30, 19___.

_____
Principal's Signature

_____
Date Submitted

(Do not write below this line.)

TO: VERS Coordinator

This is to acknowledge receipt of _____ Class Section Enrollment Forms for the above school.

_____
Coordinator, Vocational Education
Research and Statistical Information

_____
Date

NOTE - Refer to the 1976 VERS TEACHER'S GUIDE for instructions for completing this form.

DIVISION SUPERINTENDENT'S VOCATIONAL EDUCATION
ENROLLMENT VERIFICATION, VERS 1B

INSTRUCTIONS FOR DIVISION SUPERINTENDENTS

1. This form should be completed by Division Superintendents of Schools.

2. Indicate the total number of completed VERS 1 forms being submitted to the State Office by your school division.

3. Division Name and Division Code. Insert the name and code of your school division. Obtain the appropriate division code from Appendix C of this Teacher's Guide.

4. THE COMPLETED VERS 1, VERS 1A, AND VERS 1B FORMS ARE DUE IN THE STATE OFFICE BY OCTOBER 15.

DIVISION SUPERINTENDENT'S ENROLLMENT VERIFICATION, VERS 1B

MEMO TO: Coordinator, Vocational Education
Research and Statistical Information

FROM: Division Superintendent of Schools

SUBJECT: Submission of VERS 1 Forms

Enclosed are _____ (number) Virginia Vocational Education Class Section Enrollment Forms, VERS 1, for this school division. I understand that the additional cost funds for serving full-time equivalent students enrolled in regular programs of vocational education will be provided based on the enrollment information as reported on these forms.

Division Name: _____

Division Code: _____

_____
Superintendent's Signature

_____
Date

NOTE - Refer to the 1976 VERS TEACHER'S GUIDE for instructions for completing this form.

VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM - VERS 2

INSTRUCTIONS FOR TEACHERS

The Virginia Vocational Education Adult Enrollment Form, VERS 2, is used to collect summary enrollment information about students in adult vocational education programs. The VERS 2 form is used to collect data about Non-reimbursed Adult Programs as well as Reimbursed Adult Programs. For Non-reimbursed programs, information from VERS 2 is used for reporting enrollments to the U.S. Office of Education. Accuracy is essential. For Reimbursed programs, information from VERS 2 is used for reporting enrollments to the U.S. Office of Education as well as for determining the amount of funds for adult vocational education programs in your school division. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed.

VERS 2 forms are available from your local VERS Coordinator. Complete the VERS 2 forms at the conclusion of each course and return them to your local VERS Coordinator. The VERS Coordinator will forward the completed VERS 2 forms to the State Supervisor of the Appropriate vocational education service. All forms should be in the State Office no later than June 1.

Instructions for Completing VERS 2

A separate form is to be completed by you at the conclusion of each adult preparatory, adult supplementary and/or apprenticeship course. For purposes of these forms, a student is any person who enrolls in a course. Listed after these instructions are definitions of the adult programs.

Listed below are item by item instructions for completing VERS 2.

Item 1 - Teacher of This Course

Enter full name of the principal class instructor or name of the coordinator where there is a series of short blocks of instructions making up the course.

Item 2 - Division Name

Enter the name of the school division where classes were taught.

Item 3 - Course Name

Give course title.

VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

FORM VERS 2

- USE NO. 2 PENCIL
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○⊘○ ○○⊗

1. TEACHER OF THIS COURSE

2. DIVISION NAME

3. COURSE NAME

4. CLOSING DATE OF COURSE

Month / Day / Year

5. This report is for a:
- ○ Reimbursed Course
- ○ Non-reimbursed Course

6. Program Type:
- ○ Preparatory
- ○ Supplementary
- ○ Apprenticeship

7. DIV. CODE

8. SCHOOL CODE

9. TEACHER'S SOCIAL SECURITY NUMBER

10. Total Enrolled

11. Seeking Employment

12. Upgrade Skills

13. Personal Use

14. Total Sessions

15. Total Course Hrs.

16. Disad.

17. Mentally Retarded

18. Hard of Hearing

19. Deaf

20. Speech Impaired

21. Visually Handicapped

22. Emotionally Disturbed

23. Crippled

24. Other

25. Asian

26. Black

27. Hispanic

28. Native American

29. White

30. Reason for Offering Course
- ○ Standard Course
- ○ Requested by Employees
- ○ Requested by Employers
- ○ Requested by State Personnel
- ○ Survey Indicated Need

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31. FIRST O.E. CODE						32. Males			33. Females		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

34. SECOND O.E. CODE						35. Males			36. Females		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

37. THIRD O.E. CODE						38. Males			39. Females		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

40. FOURTH O.E. CODE						41. Males			42. Females		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

43. FIFTH O.E. CODE						44. Males			45. Females		
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

FORM VERS 2

- USE NO. 2 PENCIL
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks: ●○○ ○●○ ○○●

Example of IMPROPER marks: ⊘○○ ○◐○ ○○⊗

1. Fredrick Allan Smith — TEACHER OF THIS COURSE

2. Williamsburg City — DIVISION NAME

3. Hotel/Motel Management — COURSE NAME

4. CLOSING DATE OF COURSE: Month 12 / Day 2 / Year 76

5. This report is for a:
- ● Reimbursed Course
- ○ Non-reimbursed Course

6. Program Type:
- ○ Preparatory
- ● Supplementary
- ○ Apprenticeship

7. DIV. CODE: 1 3 1

8. SCHOOL CODE: 0 0 9 0

9. TEACHER'S SOCIAL SECURITY NUMBER: 0 7 1 0 6 9 3 5 2

10. Total Enrolled	11. Seeking Employment	12. Upgrade Skills	13. Personal Use	14. Total Sessions	15. Total Course Hrs.	16. Disad.
0 2 0	0 0 0	0 2 0	0 0 0	0 0 8	0 2 4	0 0 0

17. Mentally Retarded	18. Hard of Hearing	19. Deaf	20. Speech Impaired	21. Visually Handicapped	22. Emotionally Disturbed	23. Crippled
0 0 0	0 0 0	0 0 1	0 0 0	0 0 0	0 0 0	0 0 0

24. Other	25. Asian	26. Black	27. Hispanic	28. Native American	29. White
0 0 0	0 0 1	0 0 6	0 0 1	0 0 0	0 1 2

30. Reason for Offering Course
- ● Standard Course
- ○ Requested by Employees
- ○ Requested by Employers
- ○ Requested by State Personnel
- ○ Survey Indicated Need

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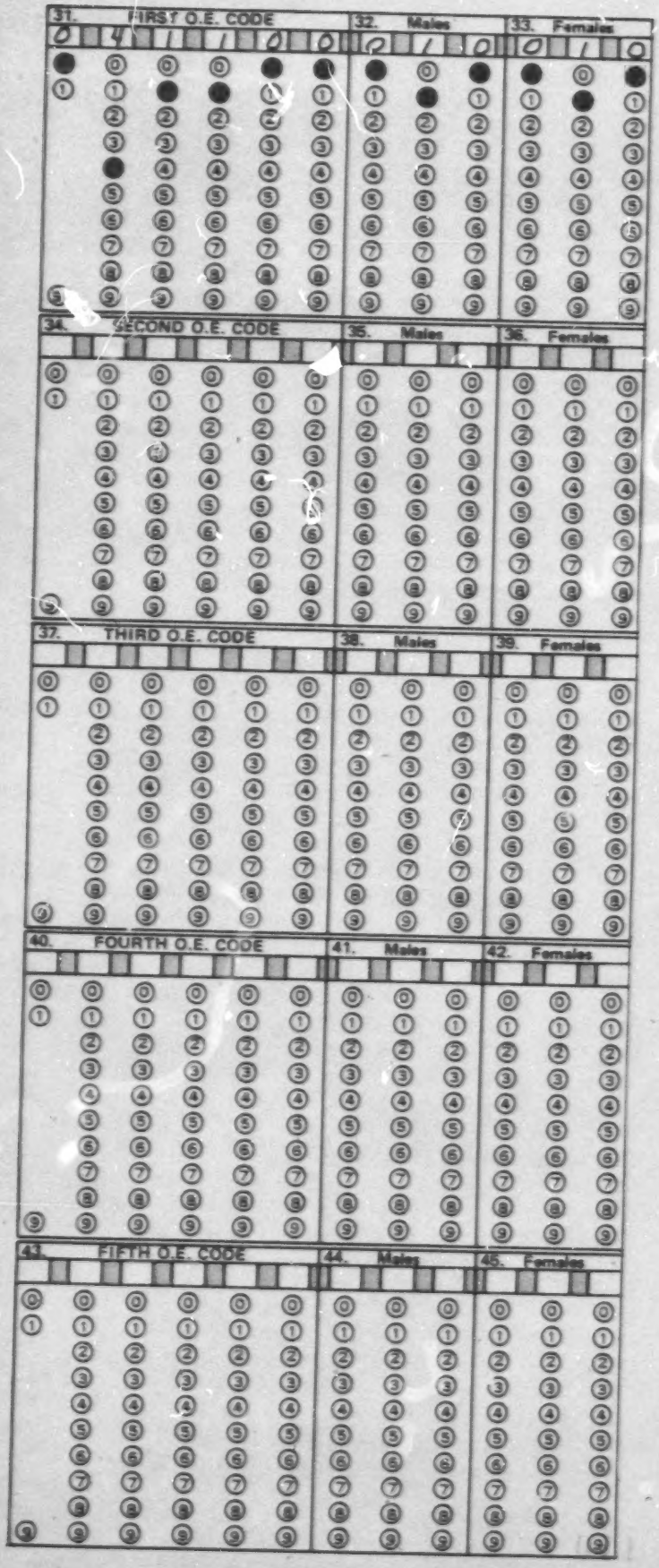

POINTS TO REMEMBER

1. Use No. 2 pencil.

2. Fill in boxes (▢), where provided, with appropriate numbers.

3. Completely blacken the correct circle (●) below each box.

4. If only one OE code is represented in class section, complete form through field No. 33. Space is provided for four (4) additional OE codes, if needed.

5. Fill in all boxes in enrollment fields. Example: 0 1 9

6. The total of fields No. 11 through 13 must equal field No. 10 (total enrolled).

7. The total of fields No. 25 through 29 must equal field No. 10 (total enrolled).

8. The total number of males and females reported by OE code must equal field No. 10 (total enrolled).

9. Check the completeness and accuracy of <u>all</u> items.

Item 4 - Closing Date of Course

Give the date of the last class meeting.

Item 5 - Reimbursement Status

Indicate that this report is for a reimbursed course if approval for reimbursement has been given for this course by the appropriate State Supervisor. Otherwise, indicate that this report is for a Non-reimbursed course.

Item 6 - Program Type

Indicate whether the adult program is preparatory, supplementary, or apprenticeship. (Definitions of adult preparatory, adult supplementary, and adult apprenticeship programs are given at the end of the instructions for VERS 2.)

Item 7 - Division Code

Give three-digit code for the school division where the course was located. (Division codes are listed in Appendix C of this guide.)

Item 8 - School Code

If the course was located at a school, give the four-digit code for that school. If the course was not located at a school, enter the number 9999.

Item 9 - Teacher's Scoial Security Number

Enter the social security number of the individual named in Item 1.

Item 10 - Total Enrolled

Indicate the total number of students enrolled in this course.

NOTE: Items 11 through 13 deal with the major reason that caused the student to enroll in this course. All students should be reported in one of the three categories, thus the total of items 11, 12, and 13 should equal the total enrollment reported in Item 10.

Item 11 - Seeking Employment

Indicate the number of students who enrolled in this course for the purpose of obtaining employment in the field for which this course provides

Item 11 - Seeking Employment (continued)

training. This would include those students who were unemployed as well as those who wished to change their occupational field.

Item 12 - Upgrade Skills

Indicate the number of students who were already employed in the field for which this course provides training and enrolled in this course in order to upgrade their skills.

Item 13 - Personal Use

Indicate the number of students who enrolled in this course primarily for avocational or personal use applications. This will include all students not reported in Items 11 and 12.

Item 14 - Total Sessions

Give the total number of class sessions.

Item 15 - Total Course Hours

Give the total number of instructional hours.

Item 16 - Disadvantaged

Indicate the number of students enrolled in this course who are disadvantaged. Students reported as handicapped should not be reported as disadvantaged also. The definition of disadvantaged is given at the end of the instructions for VERS 2.

Item 17 - Mentally Retarded

Indicate the number of students in this class who are mentally retarded. The definition of mentally retarded is: Individuals identified by professionally qualified personnel as being mentally retarded according to degree of retardation. This includes those individuals whose level of mental development is such that they have been identified as unable, without special help, to profit from the regular instructional program. Class members in this category are classified educationally as educable mentally retarded, trainable mentally retarded, and severely mentally retarded.

Item 18 - Hard of Hearing

Indicate the number of students in this class who are hard of hearing. The definition of hard of hearing is: Individuals with slightly to

Item 18 - Hard of Hearing (continued)

markedly defective hearing, as determined by their ability to use residual hearing in daily life, sometimes with the use of a hearing aid.

Item 19 - Deaf

Indicate the number of students in this class who are deaf. The definition of deaf is: Individuals whose hearing is extremely defective so as to be essentially nonfunctional for the ordinary purposes of life.

Item 20 - Speech Impaired

Indicate the number of students in this class who are speech impaired. The definition of speech impaired is: Individuals with an impairment in speech and/or language (including impaired articulation, stuttering, voice impairment, and a receptive or expressive verbal language handicap) that is sufficiently severe to adversely affect the performance of an individual in the usual school program. This is not to be confused with a language (or communication) difficulty arising from lack of experience with the language of instruction.

Item 21 - Visually Handicapped

Indicate the number of students in this class who are visually handicapped. The definition of visually handicapped is: A condition of vision that may adversely affect the performance of an individual. An impairment of vision that is sufficiently severe to adversely affect an individual's performance is considered a visual handicap. A person identified as having a visual handicap may be referred to as partially seeing or blind, according to the nature and severity of his handicap.

Item 22 - Emotionally Disturbed

Indicate the number of students in this class who are seriously emotionally disturbed. The definition of seriously emotionally disturbed is: Individuals identified by qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services whether or not such services are available. Such services - for conditions such as autism, schizophrenia, and other psychotic conditions - include but are not limited to institutional care, other professional treatment or care, and instruction in special classes on a full-time or part-time basis.

Item 23 - Crippled (Orthopedically handicapped)

Indicate the number of students in this class who are crippled. The definition of crippled is: Individuals with an orthopedic condition of a

Item 23 - Crippled (Orthopedically handicapped) (continued)

type which might restrict normal opportunity for education or self-support. The term is generally considered to include individuals having impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, cerebral palsy, etc.) and impairments caused by accident (e.g., fractures or burns which cause contractures, etc.).

Item 24 - Other

Indicate the number of students in this class who have other health impairments. The definition of other health impairments is: Individuals who are handicapped in the educational process because of limited strength, vitality, and alertness due to chronic health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or other illness.

NOTE: Race - The following are the official reporting categories for race or ethnic background as established by USOE. Teachers should use their best judgment in making this determination. Indicate the number of students enrolled in this course who would be of each of these ethnic backgrounds. All students must be reported in one of the categories.

Item 25 - Asian

Indicate the number of students in this class of Asian (Oriental) or Pacific Island background. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands should be included in this number. Examples: Japanese, Philippino, Hawaiian.

Item 26 - Black

Indicate the number of students in this class of Black but not Hispanic origin. Persons having origins in any of the Black racial groups of Africa should be reported here. Persons whose ancestry is traced to Spanish speaking cultures, such as Puerto Rico, Cuba, Central or South America should be reported as Hispanic.

Item 27 - Hispanic

Indicate the number of students in this class with Spanish surnames or whose ancestry is traced to Spanish speaking cultures, regardless of race.

Item 28 - Native American

Indicate the number of students in this class who are American Indian or Alaskan Native. This includes persons having origins in any of the original peoples of the Western Hemisphere.

Item 29 - White

Indicate the number of students in this class who are of Caucasian but not Hispanic origin. A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian Subcontinent should be included in this number.

Item 30 - Reason for Offering Course

Choose the most appropriate reason for offering the course.

Standard Course - This course is a standard adult offering.
Requested by Employees - Employees in the local area requested that the course be offered.
Requested by Employers - Employers in the local area requested that the course be offered.
Requested by State Personnel - Members of the State Department of Education or another State Agency requested that the course be offered.
Survey Indicated Need - A survey of the local employment area indicated that there was a need for additional trained people in this field.

This form provides for reporting a maximum of five different O.E. Codes for this course. No more than five O.E. Codes should be used for a given course. Report the students in the most appropriate O.E. Codes based upon his or her occupational objectives or area. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a form should be within the same vocational service.

Item 31 - First O.E. Code (Largest Enrollment)

Indicate the O.E. Code that is appropriate for the largest number of students enrolled in this course.

Item 32 - Males

Indicate the number of males enrolled in the course for whom the O.E. Code in Item 31 is appropriate.

Item 33 - Females

Indicate the number of females enrolled in the course for whom the O.E. Code in Item 31 is appropriate.

If more than one O.E. Code is represented in this course, repeat the process described for Items 31 through 33 above for Item 34 through 45 as are appropriate. Only five O.E. Codes should be reported per course and all students should be reported in one of these O.E. Codes. O.E. Codes should be reported in order of enrollment from largest to smallest.

Definitions

Adult Preparatory Program - A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary Program - A program designed to provide training for persons who have already entered the labor market and need training to be updated, or upgraded to achieve stability or advancement in their current employment (consumer and homemaking classes and Young Homemakers of Virginia are included in this classification).

Adult Apprenticeship Program - Occupational training undertaken by a trade or industry in cooperation with a public school for high school graduates only. Student works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Disadvantaged Students - Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

O.E. Code - Refers to the career objective for which the student is trained. Determine the proper O.E. Code number from Appendix A of this guide.

VIRGINIA VOCATIONAL EDUCATION
STUDENT COMPLETION FORM, VERS 3

The VERS 3 form is used to collect information from students who complete a high school vocational education program or withdraw from high school with marketable skills prior to completing a vocational program. This information provides the basis for the follow-up of these students.

The VERS 3 form is an individual student form. It contains a section to be completed by the teacher and a section to be completed by the student.

INSTRUCTIONS FOR TEACHERS

1. Items 7 through 21 of this form are to be completed by students on or about May 1. Students who are absent on that day should complete the form as soon as they return to class. Items 1 through 6 will be completed by the teachers.

2. A form should be completed by each student who can be classified in one of the following five categories at the close of this school year: (See Exceptions and Definitions of Program Completions below.)

   A. Will complete a vocational program and graduate this year.
   B. Will complete a vocational program this year, but graduate in a future year.
   C. Completed a vocational program and withdrew from school without graduating.
   D. Did not complete a vocational program but will graduate this year and is employed full-time in field of training or a related field.
   E. Withdrew from the vocational program without completing, left this school, and is employed full-time in field of training or a related field.

   Exceptions:

   A. Business Education: the form should not be completed by students who have been enrolled in only the general business or Beginning Typewriting courses.

   B. Consumer and Homemaking Education: the form should not be completed by students in any course which is a part of the Consumer and Homemaking Education program.

   C. Industrial Arts Education: the form should not be completed by students enrolled in Industrial Arts Education.

Definitions of Program Completion at the Secondary Level

Agricultural Education: Students completing the requirements of an approved agricultural education occupational program of three or more years duration, (may be only two years duration if taught at a vocational center that operates on the basis of three consecutive periods of instruction daily for each course)

or

completion of an approved senior intensified vocational education program of occupational preparation.

Business Education: Students completing a minimum of three courses in an approved business education occupational program,

or

completion of an approved senior intensified vocational education program of occupational preparation.

Distributive Education: Students completing the requirements of an approved distributive education occupational program of one or more years duration, (Students other than Seniors should not be reported as completions if it is known that they will continue in a D.E. program the following year)

or

completion of an approved senior intensified vocational education program of occupational preparation.

Home Economics Education

Occupational Home Economics: Students completing the requirements of an approved occupational home economics program of one or more years duration based upon the level of competency needed for job entry,

or

completion of an approved senior intensified vocational education program of occupational preparation.

Trade and Industrial Education: Students completing the requirements of an approved trade and industrial education program (health included) of one or more years duration based upon the level of competency needed for job entry,

or

completion of an approved senior intensified vocational education program of occupational preparation.

3. Write the name of the student and the name of the school (for each student who qualified under one of the five categories in instruction 2 on the previous page) in the spaces provided in the upper right-hand corner of the form, Items 5 and 6. This is to be done prior to the day the students are to complete the forms. If the student is no longer in the school, you should obtain the necessary information and complete the form for the student.

4. On the day before you plan to use the form, ask the students to:

   A. bring a #2 pencil to use in filling out the form.
   B. know the correct address and telephone number at which they can be contacted for the follow-up.
   C. bring their social security number if they have one.

5. If some students do not have their correct address, telephone number or social security number on the day the forms are completed, keep their forms separate and have the students fill in the missing information the following day.

6. Please study the teacher's script included in this guide. It is written so that you may read it verbatim to your classes. Several items in the script contain blanks. Fill in the blanks provided in Items 7 and 8 before class. Use your judgment as to the method of presentation.

7. Students enrolled in a program in another school, such as a vocational center, should use the codes for the school where the program is offered (Items 7 and 8), as well as the code for their home high school division (Item 9).

8. Listings of special codes which you will need are included in the Appendices of this guide.

   Appendix A: O.E. Codes (U.S. Office of Education Codes) and Vocational Education Course Codes

   Appendix C: Division Codes

TEACHER'S SCRIPT FOR GIVING
INSTRUCTIONS TO STUDENTS

FORM VERS 3

Script type may be read to the students; regular type is instructions or explanations provided for your benefit.

Write answers to Items 7, 8, 9, and 10 on chalkboard. As class begins, be sure all students have #2 pencils. Ball point pens cannot be used.

We have been asked by the State Department of Education to complete a student completion form today. This school division receives state and federal funds to help finance its vocational programs. In order for the State Department of Education in Richmond and the U.S. Office of Education in Washington, D.C., to plan and budget for vocational education, they must have certain information concerning the students enrolled in the programs throughout the state. The information you are being asked to give may be available but not necessarily in the form needed by these agencies. It is important that you fill out the form correctly today because the information on it will be used to contact many of you approximately six months after you graduate from high school. At that time you will receive a questionnaire asking for information such as your present job, where you work, kind of skills you are using, etc. I encourage you to complete the form when it arrives and return it. The information will be valuable for improving vocational programs in the future in this school as well as across the state.

Pass out the forms to those students whose names you have written on the forms. *As you receive the form check your name on the upper right hand corner, read the brief instructions on the back of the form and notice the sample marks. Be sure to mark the form as shown. COMPLETELY BLACKEN THE CIRCLES. MAKE ONLY ONE MARK IN EACH COLUMN. DO NOT EXTEND A MARK INTO AN ADJACENT CIRCLE. If you make an error, be sure to erase it completely.*

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 7-21.

Instructions for completing Items 1 through 4 follow the instructions for completing Items 7 through 21.

Item 7 - Division Code

I have written on the chalkboard the code for the division where your classes are located. Enter _____ in Item 7 and blacken in the proper circle below each number. Obtain the division number from the list of Division Codes included in Appendix C of this guide. Students not familiar with this type of optical scanning form should be warned to be careful to stay within the small circles around the letters or numbers.

Item 8 - School Code

In Item 8, enter _____ as shown on the board and blacken in the proper circle below the number. Obtain the school code from the VERS Coordinator for your division. The VERS Coordinator will have the State list of school codes for the current school year.

Item 9 - Home Division Code

Fill in the division code of your home school division. Obtain the appropriate division codes from the list of Division Codes in Appendix C of this guide and write them on the chalkboard. If a student's home school division is the same school division where the vocational education courses are offered, his home school division code (Item 9) is the same as in Item 7. Out of state students should use 999 as their Home Division Code.

Item 10 - O. E. Code

Item 10 is the Office of Education code. This code refers to the occupation for which you are being trained. Obtain the code numbers from the list of

Item 10 - O. E. Code (continued)

O. E. Codes (Appendix A) and write them on the board. Students in a given class of business education, distributive education, or ICT may have different codes, but all should be within the same vocational service. Use only the codes listed.

Item 11 - Telephone Number

Enter the telephone number for your permanent address in the boxes (do not enter area code) and blacken in the proper circles below each box.

Item 12 - Student's Name

Item 12 is your name. Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial. Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.*

Item 13 - Permanent Street Address, P. O. Box, or Route and Box

Item 13 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. Those forms will be sent to the address given in Item 13. Someone should be living

Item 13 - Permanent Street Address, P. O. Box, or Route and Box (continued)

at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.

Item 14 and 15 - City, Town, or Post Office and State

Items 14 and 15 are the city, town or post office and state in which your mail is received. Print the city name in Item 14 and then blacken in the circle corresponding to each letter. Indicate the state in Item 15 by marking the circle corresponding to the correct state.

Item 16 - Zip Code

The zip code is Item 16. Be sure to put in the correct code number and then blacken the circles below each box.

Item 17 - Age

Age is Item 17. This is your age as of May 1 of the current school year. Write in your age and blacken the proper circle below each number.

Item 18 - Sex

Blacken the circle corresponding to your sex in Item 18.

Item 19 - Social Security Number

Item 19 calls for your social security number. This will be used for identification purposes only. If you do not have a number, leave the space entirely blank. Enter only the numbers, do not put in the hyphens. Do not skip any spaces in the number. Blacken in the proper circle below each number.

Item 19 - Social Security Number (continued)

Remember, social security numbers are on driver's licenses and may be on other identification cards. If some students do not want to give their social security number, tell them to leave the space blank.

Item 20 - Race

Item 20 refers to your ethnic or ancestral origin. The U. S. Office of Education has established the following categories. Please listen carefully and mark the one that you feel best describes you.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This includes, for example, Burma, China, Mongolia, Japan, Korea, the Philippine Islands, and Somoa.

Black - A person having origins in any of the Black racial groups of Africa. However, persons whose ancestry is traced to Spanish speaking cultures, such as Puerto Rico, Cuba, Central or South America should mark Hispanic.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of the Western Hemisphere, that is American Indian or Native Alaskan.

White - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

Some students may not wish to indicate their ethnic group. Do not insist that this item be completed by the students. It should be completed by teachers if not completed by the students.

Item 21 - Last Grade Completed

For Item 21, mark the circle corresponding to the last grade completed as of the end of this school year. This is the student's actual grade and not the grade for which your course is normally offered.

This completes your section of the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column.

I will complete Items 1, 2, 3, and 4. They deal with some additional information about your graduation date and this program.

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 7-21.

Item 1 - Student Status

As indicated previously, a form should be completed by each student who can be classified in one of the following five categories. Mark the correct circle indicating the status of this student.

A. Will complete a vocational program and graduate this year.
B. Will complete a vocational program this year, but will graduate in a future year.
C. Completed a vocational program and withdrew from school without graduating.
D. Did not complete a vocational program but will graduate this year and is employed full-time in field of training or related field.
E. Withdrew from the vocational program without completing, left this school, and is employed full-time in field of training or a related field.

Item 2 - Graduation Date

Mark the correct circles to indicate the month and year this student will (did) graduate. If the student will (did) not graduate, leave this item blank.

Item 3 - Co-op Program

Is this student participating in co-op on-the-job training related to his vocational program?

Item 4 - Classification of Student

Indicate the student's classification: (see definitions below)

Mark "A" if the student is considered "Regular".
Mark "B" if the student is considered "Disadvantaged".
Mark "C" if the student is considered "Handicapped".

Item 4 - Classification of Student (continued)

Definitions:

A. Regular: Persons who are considered neither disadvantaged nor handicapped.

B. Disadvantaged: Persons who have academic, socioeconomic, cultural or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in a regular program who are receiving special assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be reported as disadvantaged also).

C. Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in a regular program who are receiving special assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be reported as disadvantaged also).

VIRGINIA VOCATIONAL EDUCATION STUDENT COMPLETION FORM VERS 3

- USE NO. 2 PENCIL.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

READ THE INSTRUCTIONS PRINTED ON BACK OF THIS FORM.

TEACHER ONLY

1. Status: A, B, C, D, E

2. Graduation — Month: Jan, Feb, Mar, Apr, May, June, July, Aug, Sep, Oct, Nov, Dec — Year: '76, '77, '78, '79, '80

3. Co-op: YES, NO

4. Classification: A, B, C

5. Student Name:

6. School Name:

7. Div. Code

8. School Code

9. Home Div. Code

10. O.E. Code

11. Home Telephone

12. LAST NAME FIRST NAME MI

13. STREET ADDRESS, P.O. BOX or ROUTE No.

14. CITY, TOWN or POST OFFICE

15. STATE: VA, DC, KY, MD, NC, TN, WV

16. Zip Code

17. Age

18. SEX: Male, Female

19. STUDENT'S S.S. No.

20. Race: Asian, Black, Hispanic, Native Am., White

21. Last Grade Completed: 7 or below, 8, 9, 10, 11, 12

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VIRGINIA VOCATIONAL EDUCATION STUDENT COMPLETION FORM VERS 3

- USE NO. 2 PENCIL.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

READ THE INSTRUCTIONS PRINTED ON BACK OF THIS FORM.

7. Div. Code	8. School Code	9. Home Div. Code	10. O.E. Code	11. Home Telephone
049	9876	049	170202	3915016

TEACHER ONLY

1. Status	2. Graduation Month	2. Graduation Year	3. Co-op	4. Classification
● A	○ Jan		● YES	
○ B	○ Feb	○ '76	○ NO	
○ C	○ Mar			
○ D	○ Apr	● '77		
○ E	○ May			
	● June	○ '78		● A
	○ July			
	○ Aug	○ '79		○ B
	○ Sep			
	○ Oct	○ '80		○ C
	○ Nov			
	○ Dec			

5. Student Name: James Ray Brown

6. School Name: Carver Heights

12. LAST NAME FIRST NAME MI: BROWN JAMES R

13. STREET ADDRESS, P.O. BOX or ROUTE No.: 1904 S ENGLISH

POINTS TO REMEMBER

1. Use No. 2 pencil only.
2. Insure that field 1 (Student Status) is completed according to definitions on page 42 of Teacher's Guide.
3. Fill in boxes (▢), where provided, with appropriate numbers or letters.
4. Completely blacken the correct circle (●) below each box.
5. Fields 1-6 are completed by the teacher.
6. Fields 7-21 are completed by the student.
7. Carefully check the accuracy of name, mailing address, and sex. (This information is used for follow-up purposes).

15. STATE
- ● VA
- ○ DC
- ○ KY
- ○ MD
- ○ NC
- ○ TN
- ○ WV

16. Zip Code: 27816

17. Age: 17

19. STUDENT'S S.S. No.: 548972010

20. Race
- ○ Asian
- ○ Black
- ○ Hispanic
- ○ Native Am.
- ● White

21. Last Grade Completed
- ○ 7 or below
- ○ 8
- ○ 9
- ○ 10
- ○ 11
- ● 12

18. SEX
- ● Male
- ○ Female

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VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5

INSTRUCTIONS FOR TEACHERS

These forms are to be completed by students who have fulfilled the requirements for completion of an adult preparatory program. An adult preparatory program is a program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation. You should obtain copies of the VERS 5 form from your local VERS Coordinator. After the students complete the forms, return them to the VERS Coordinator. He will forward the completed forms to the appropriate State Supervisors of the vocational education services. All forms should be in the State Office no later than June 1. Listed below are definitions of program completions for each vocational service and instructions for completing the forms.

Requirements for Program Completion at the Adult Level

Business Education - A student who has finished the sequence of courses for one of the preparatory occupational programs,

or

A student who has met the requirements of the most advanced course in typewriting and completed one additional course in office education.

Distributive Education - A person who earns the certificate or diploma granted at the completion of the following: (1) a single course of ten hours or more in length in the DE preparatory adult program ("Training for Part-Time Employment" course is excluded), or (2) all required course hours in DE preparatory adult diploma program.

Home Economics Education - A student who completes the requirements of any approvable course in occupational home economics.

Trade and Industrial Education - A student who completes a preparatory program consisting of a unit or a series of units of combined classroom and shop learning experiences or practical work experiences.

Instructions For Completing VERS 5

The form VERS 5 is to be completed by students as they complete the requirements of adult preparatory program. After the student completes the form, return it to the VERS Coordinator. He will send the form to the State Office for tabulation.

Item by Item Script for VERS 5

Portions of the following instructions are written in script form for your convenience and may be read to the students as instructions. The portion in regular type are instructions or explanations for your benefit.

After each student has a copy of the form, allow him time to read the instructions on the back of the form.

Item 1 - Division Name

Give the name of school division where classes were taught.

Item 2 - Teacher's Name

Enter full name of the principal class instructor.

Item 3 - Reimbursement Status

This course has (has not) been approved for reimbursement. Therefore, you should mark _____ course on Item 3.

Item 4 - Start/Completion Dates of Your Program

Mark the month and year that your program began and the month and year that your program was completed.

Item 5 - Social Security Number

Enter your social security number. If you do not have a number, leave it blank.

Item 6 - Division Code

The code for this school division is _____. Give the three-digit

Item 6 - Division Code (continued)

code for the school division where the classes were located. Obtain the division code number from the list of Division Codes in Appendix C.

Item 7 - Home Division Code

If the division code in Item 6 is not the code for the school division in which you live, fill in your home division code, otherwise leave this item blank. Provide when necessary the home division code numbers to the students. Out-of-state students should use 999 for the home division code.

Item 8 - Phone Number

Give your permanent home telephone number.

Item 9 - Student's Name

Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial. Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. *After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.*

Item 10 - Address

Item 10 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information several months from now. These follow-up forms will be sent to the address given in Item 10. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.

Item 11 - City

Give the city, town, or post office in which your mail is received.

Item 12 - State

Mark the State in which your city, town, or post office is located.

Item 13 - Zip Code

Enter the correct zip code number.

Item 14 - Sex

Fill in the circle corresponding to your sex.

Item 15 - O. E. Code

Give the six-digit code referring to the career objective for which you are being trained in this program. A list of O.E. Codes is provided in Appendix A. Choose the appropriate code from the list—no other codes can be accepted.

Item 16 - Age

Give your age as of your last birthday.

Item 17 - Education

Give the level of your highest year of education.

Item 18 should be completed by the instructor.

Item 18a - Classification

Refers to student classification. Definitions of classification are given below. Mark only one.

Mark "A" if the student is considered "Regular".
Mark "B" if the student is considered "Disadvantaged".
Mark "C" if the student is considered "Handicapped".

Definitions

Regular: Persons who are considered neither disadvantaged nor handicapped.

Disadvantaged: Persons who have academic, socioeconomic, cultural or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving special assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be reported as disadvantaged also).

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be reported as disadvantaged also).

Item 18b - Program

Refers to program designation. Indicate how the program is designated. Mark only one.

Item 18b - Program (continued)

Mark "A" if the program in which this student is participating is designed for "Regular" students.
Mark "B" if the program in which this student is participating is specially designed for "Disadvantaged" students.
Mark "C" if the program in which this student is participating is specially designed for "Handicapped" students.

VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5

1. Division Name:

2. Teacher's Name:

3. This report is for a:

- ○ Reimbursed Course
- ○ Non-reimbursed Course

4. Start/Completion Date of Student Program

A. START		B. COMPLETION	
Month	Year	Month	Year
○ Jan.	○ '70	○ Jan.	○ '76
○ Feb.	○ '71	○ Feb.	○ '77
○ Mar.	○ '72	○ Mar.	○ '78
○ Apr.	○ '73	○ Apr.	○ '79
○ May	○ '74	○ May	○ '80
○ June	○ '75	○ June	○ '81
○ July	○ '76	○ July	○ '82
○ Aug.	○ '77	○ Aug.	○ '83
○ Sept.	○ '78	○ Sept.	○ '84
○ Oct.	○ '79	○ Oct.	○ '85
○ Nov.	○ '80	○ Nov.	○ '86
○ Dec.	○ '81	○ Dec.	○ '87

5. Student's S.S. No.

6. Div. Code

7. Home Div. Code

8. Student's Phone No.

9. LAST NAME, FIRST NAME, M.I.

10. Street Address, P.O. Box, or Route & Box No.

11. CITY, TOWN, or POST OFFICE

12. STATE

- ○ VA
- ○ DC
- ○ KY
- ○ MD
- ○ NC
- ○ TN
- ○ WV

13. ZIP CODE

14. SEX

- ○ Male
- ○ Female

15. O.E. Code

16. Age

17. Educ.

18. TEACHERS ONLY

a. Classification	b. Program
○ A ○ B ○ C	○ A ○ B ○ C

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VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5

1. Division Name: King and Queen
2. Teacher's Name: Otto Mechanic

3. This report is for a:
- ● Reimbursed Course
- ○ Non-reimbursed Course

4. Start/Completion Date of Student Program

A. START Month	A. START Year	B. COMPLETION Month	B. COMPLETION Year
○ Jan.	○ '70	○ Jan.	○ '76
○ Feb.	○ '71	● Feb.	● '77
○ Mar.	○ '72	○ Mar.	○ '78
○ Apr.	○ '73	○ Apr.	○ '79
○ May	○ '74	○ May	○ '80
○ June	○ '75	○ June	○ '81
○ July	● '76	○ July	○ '82
○ Aug.	○ '77	○ Aug.	○ '83
● Sept.	○ '78	○ Sept.	○ '84
○ Oct.	○ '79	○ Oct.	○ '85
○ Nov.	○ '80	○ Nov.	○ '86
○ Dec.	○ '81	○ Dec.	○ '87

5. Student's S.S. No.: 5 9 3 6 7 1 0 0 1

6. Div. Code: 0 4 9

7. Home Div. Code:

8. Student's Phone No.: 7 7 4 6 4 0 1

9. LAST NAME, FIRST NAME, M.I.: SMITH PAUL L

10. Street Address, P.O. Box, or Route & Box No.: BOX 104 ROUTE 4

POINTS TO REMEMBER

1. Use No. 2 pencil only.
2. Complete form for adult preparatory completions only.
3. Fill in boxes (□), where provided, with appropriate numbers or letters.
4. Completely blacken the correct circle (●) below each box.
5. Carefully check the accuracy of name, mailing address, and sex. (This information is used for follow-up purposes.

12. STATE
- ● VA
- ○ DC
- ○ KY
- ○ MD
- ○ NC
- ○ TN
- ○ WV

13. ZIP CODE: 2 5 6 1 0

14. SEX
- ● Male
- ○ Female

15. O.E. Code: 1 7 0 3 0 2

16. Age: 2 6

17. Educ.: 1 2

18. TEACHERS ONLY

a. Classification	b. Program
● A ○ B ○ C	● A ○ B ○ C

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APPENDIX A

O. E. CODES AND VOCATIONAL EDUCATION COURSE CODES
VIRGINIA STATE DEPARTMENT OF EDUCATION
TEACHER'S DAILY ASSIGNMENT CODES LIST 1976-77

AGRICULTURAL EDUCATION

Agricultural Education Occupational Programs

O.E. Codes		Course Codes and Titles
010100	Agricultural Production	8010 Agricultural Production III 8012 Agricultural Production IV 8014 Agricultural Production V
010200	Agricultural Supplies and Services	8022 Agricultural Business III 8024 Agricultural Business IV 8026 Agricultural Business V
010300	Agricultural Mechanics	8016 Agricultural Machinery Services III 8018 Agricultural Machinery Services IV 8020 Agricultural Machinery Services V
010400	Agricultural Products	8028 Agricultural Processing and Marketing III 8030 Agricultural Processing and Marketing IV 8032 Agricultural Processing and Marketing V
010500	Ornamental Horticulture	8034 Ornamental Horticulture III 8036 Ornamental Horticulture IV 8038 Ornamental Horticulture V
010600 or 010700	Agricultural Resources Forestry	8040 Natural Resources Management III 8042 Natural Resources Management IV 8044 Natural Resources Management V (List under the most appropriate O.E. Code)
019900	Other - Agriculture	8006 Agricultural Science and Mechanics I 8008 Agricultural Science and Mechanics II 8050 Agriculture - Special Needs - (Disadvantaged) 8053 Agricultural Education for the Handicapped 8070 General Mechanics - Special Needs - (Disadvantaged)

Agricultural Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles
010500	Ornamental Horticulture	8051 Turf Management Coop. 8051 Turf Management Non-Coop.
010300	Agricultural Mechanics	8052 Farm Equipment Oper. Coop. 8052 Farm Equipment Oper. Non-Coop.

Agricultural Orientation and Exploration Programs

O.E. Codes		Course Codes and Titles
019999	Exploratory or Orientation	8002 Exploratory Agriculture - Grade 6 - (18 wks) 8003 Exploratory Agriculture - Grade 7 - (18 wks) 8004 Exploratory Agriculture - Grade 8 - (18 wks) 8005 Exploratory Agriculture - Grade 8 - (36 wks)

BUSINESS EDUCATION

Business Education Occupational Programs

O.E. Codes		Course Codes and Titles
140100	Accounting and Computing Occupations	*6110 General Business **6151 Beginning Typewriting 6340 Clerical Accounting I (block) 6350 Clerical Accounting II (block) or *6110 General Business **6151 Beginning Typewriting 6311 Bookkeeping, Beginning 6315 Bookkeeping, Advanced 6410 Office and Clerical Practice or 6500 Vocational Office Training
140299	Business Data Processing Occupations	*6110 General Business **6151 Beginning Typewriting 6640 Business Data Processing I (block) 6650 Business Data Processing II (block)

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*General Business - Only 9th grade general business students will be reported. These students will be reported under Orientation and Exploration O.E. Code 149999. General Business students at other grade levels will not be reported.

**Beginning Typewriting will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Beginning Typewriting and General Business in the 10th grade. Beginning Typewriting students at other levels will not be reported. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Beginning Typewriting in the 10th grade will be reported by the Typing and Related Occupations, O.E. Code 140900.

Business Education Occupational Programs (continued)

O.E. Codes		Course Codes and Titles
140300	Filing, Office Machines, General Clerical Occupations Reprographics	*6110 General Business **6151 Beginning Typewriting 6710 Filing I or 6660 Reprographics I 6720 Filing II or 6670 Reprographics II or *6110 General Business **6151 Beginning Typewriting 6154 Advanced Typewriting 6311 Beginning Bookkeeping or 6330 Recordkeeping I #6332 Recordkeeping II 6410 Office and Clerical Practice or 6500 Vocational Office Training
140100 or 140300	Office Services - Disadvantaged	6740 Office Services I (block) - (Disadvantaged) 6741 Office Services II (block) - (Disadvantaged) 6742 Office Services III (block) - (Disadvantaged)
140100 or 140300	Office Services - Handicapped	6745 Business Education for Handicapped

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*General Business - Only 9th grade general business students will be reported. These students will be reported under Orientation and Exploration O.E. Code 149999. General Business students at other grade levels will not be reported.

**Beginning Typewriting will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Beginning Typewriting and General Business in the 10th grade. Beginning Typewriting students at other grade levels will not be reported. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Beginning Typewriting in the 10th grade will be reported by the Typing and Related Occupations, O.E. Code 140900.

#Only certain divisions.

Business Education Occupational Programs (continued)

O.E. Codes		Course Codes and Titles
140700	Stenographic, Secretarial and Related Occupations	*6110 General Business **6151 Beginning Typewriting 6250 Stenography I (block) 6260 Steno. II (block) or 6730 Med. Off. Pro. or 6735 Leg. Off. Pro. or *6110 General Business **6151 Beginning Typewriting 6154 Advanced Typewriting 6211 Shorthand, Beginning 6215 Shorthand, Advanced 6410 Office and Clerical Practice or 6500 Vocational Office Training
140900	Typing and Related Occupations	*6110 General Business **6151 Beginning Typewriting 6159 Clerk-Typist I (block) 6160 Clerk-Typist II (block) or *6110 General Business **6151 Beginning Typewriting 6154 Advanced Typewriting 6410 Office and Clerical Practice or 6500 Vocational Office Training

Business Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles
140300	Filing, Office Machines, General Clerical Occupations Reprographics	6750 Office Clerk Coop. 6750 Office Clerk Non-Coop.

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*General Business - Only 9th grade general business students will be reported. These students will be reported under Orientation and Exploration O. E. Code 149999. General Business students at other grade levels will not be reported.

**Beginning Typewriting will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Beginning Typewriting and General Business in the 10th grade. Beginning Typewriting students at other grade levels will not be reported. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Beginning Typewriting in the 10th grade will be reported by the Typing and Related Occupations, O. E. Code 140900.

Business Education Orientation and Exploration

O.E. Codes		Course Codes and Titles
149999	Business Exploration	6109 Business Exploration - (18 wks)
		6320 Accounting - Grade 12
		6430 Office Supervision and Management
		6611 Survey of Data Processing - (18 or 36 wks)

Business Education for Adult Classes Only

O.E. Codes		Course Codes and Titles
140600	Personnel Training and Related Occupations	
140800	Supervisory and Administrative Management Occupations	

DISTRIBUTIVE EDUCATION

Distributive Education Occupational Programs

O.E. Codes		Occupational Preparation Programs (Coop)	Course Codes and Titles
040100	Advertising Serv	DE Coop. Program	8120 DE II - Grade 11
040200	Apparel & Acces		8130 DE III - Grade 12
040300	Automotive		***8140 DE II Coop. - Grade 11 - (Disadvantaged)
040400	Finance & Credit		***8141 DE III Coop. - Grade 12 - (Disadvantaged)
040500	Floristry		***8160 DE for Handicapped
040600	Food Distribution		
040700	Food Services		
040800	Gen Merchandise	Use Appropriate O.E. Code for Each Student's Career Objective	
040900	Hdwe Bldg		
041000	Home Furnishings		
041100	Hotel & Lodging	Marketing	8132 Marketing I - Grade 11
041200	Industrial Marketing		8134 Marketing II - Grade 12
041300	Insurance		
041400	International Trade	Use Appropriate O.E. Code for Each Student's Career Objective	
041500	Personal Services		
041600	Petroleum		
041700	Real Estate		
041800	Recreation & Tourism		
041900	Transportation		
042000	Retail Trade, Other		
043100	Wholesale Trade, Other		
049998	Radio-TV Broadcasting		
049900	Other (Occup in DE coop not classified elsewhere		

*** Courses approved for special school divisions.

Distributive Education Occupational Programs (continued)

O.E. Codes		Occupational Preparation Programs (Coop)	Course Codes and Titles
041600	Petroleum	Petroleum Marketing	***8148 Petroleum Marketing - Grade 12
040600	Food Distribution	Food Distribution	***8142 Food Distribution - Grade 12 ***8143 Food Distribution - Grade 12 - (Disadvantaged)
041100	Hotel & Lodging	Hotel-Motel Operations	***8146 Hotel-Motel Operations - Grade 12
049998	Radio-TV Broadcasting	Radio-TV Broadcasting	***8161 Radio & TV I - Grade 9 ***8162 Radio & TV II - Grade 10 ***8163 Radio & TV III - Coop - Grade 11 ***8164 Radio & TV IV - Coop - Grade 12

Distributive Education Senior Intensified Programs

O.E. Codes	Course Codes and Titles
Use Appropriate O.E. Code from list above	8149 Retail Selling - Grade 12 Non-Coop. - (18 wks)

Distributive Education Orientation and Exploration Programs

O.E. Codes			Course Codes and Titles
040100	Advertising Serv	Education for Employment	***8157 Educa. for Employ. - Grade 7 - (Disadvantaged) ***8158 Educa. for Employ. - Grade 8 - (Disadvantaged) ***8159 Educa. for Employ. - Grade 9 - (Disadvantaged)
040200	Apparel & Accessories		
040300	Automotive		
040400	Finance & Credit		
040500	Floristry		
040600	Food Distribution		
040700	Food Services		
040800	Gen Merchandise		
040900	Hdwe Bldg		
041000	Home Furnishings		
041100	Hotel & Lodging	DE I Preparatory	8110 DE I Preparatory - Grade 10
041200	Industrial Marketing		
041300	Insurance		
041400	International Trade	Use Appropriate O.E. Code for Each Student's Career Objective	
041500	Personal Services		
041600	Petroleum		
041700	Real Estate		
041800	Recreation & Tourism		

***Courses approved for special school divisions.

Distributive Education Orientation and Exploration Programs (continued)

O.E. Codes		Occuptaional Preparation Programs (Coop)	Course Codes and Titles	
041900	Transportation			
042000	Wholesaling			
049999	Exploration & Orientation			
040200	Apparel & Accessories	Fashion Merchandising	***8144	Fashion Merchandising - Grade 12
040800	Gen Merchandise			

HOME ECONOMICS

Occupational Home Economics Education Programs

O.E. Codes		Course Codes and Titles
		Recommended Prerequisites for Occupational Home Economics are: Consumer and Homemaking I & II
Use Appropriate O.E. Code		8224 Occ. H. E. Cluster I - (Disadvantaged) 8225 Occ. H. E. Cluster II - (Disadvantaged)
090201	Child Care Services	8285 Child Care Occupations I 8286 Child Care Occupations II 8287 Child Care Occ. I - (Disadvantaged) 8288 Child Care Occ. II - (Disadvantaged)
090202	Clothing Services	8280 Clothing Occupations I 8281 Clothing Occupations II 8282 Clothing Occ. I - (Disadvantaged) 8283 Clothing Occ. II - (Disadvantaged)
090203	Food Services	8275 Food Occupations I 8276 Food Occupations II 8277 Food Occupations I - (Disadvantaged) 8278 Food Occupations II - (Disadvantaged)
090204	Home Furnishings Services	8295 Home Furnishings Occupations I 8296 Home Furnishings Occupations II 8298 Home Furnishings I - (Disadvantaged) 8299 Home Furnishings II - (Disadvantaged)
090205	Home & Institutional Services	8290 Home and Instit. Occupations I 8291 Home and Instit. Occupations II 8292 Home and Instit. Occ. I - (Disadvantaged) 8293 Home and Instit. Occ. II - (Disadvantaged)
Use Appropriate O.E. Codes - Handicapped		8222 Occ. Home Economics for Handicapped

***Courses approved for special school divisions.

Home Economics Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles
090203	Food Services	8279 Catering Specialist Coop. 8279 Catering Specialist Non-Coop.
090202	Clothing Services	8289 Fashion Specialist - Coop. 8289 Fashion Specialist - Non-Coop.

Consumer and Homemaking Programs

O.E. Codes		Course Codes and Titles
090101	Consumer & Homemaking	8230 Homemaking I 8240 Homemaking II 8250 Homemaking III 8260 Homemaking IV
	Family Living	8270 Family Living - Homemaking V (Non-Sequential)
090103	Clothing Management	*8241 Clothing I *8242 Clothing II
090107	Food Management	*8246 Foods I *8247 Foods II

O.E. Codes Specialized Areas		Course Codes and Titles
090101	Consumer and Homemaking	8230 Homemaking I 8240 Homemaking II
090102	Child Development	8284 Child Development - 18 weeks
090101	Consumer and Homemaking	8230 Homemaking I 8240 Homemaking II
090103	Clothing Management	8274 Clothing Management - 18 weeks
090101	Consumer and Homemaking	8230 Homemaking I 8240 Homemaking II
090108	Consumer Economics - Home Management	8271 Consumer Economics - Home Management - (18 weeks)
090101	Consumer and Homemaking	8230 Homemaking I 8240 Homemaking II
090101	Marriage and the Family	8272 Marriage & the Family - (18 weeks)
090101	Consumer and Homemaking	8230 Homemaking I 8240 Homemaking II
090107	Food Management	8273 Food Management - (18 weeks)
090101	Consumer and Homemaking	8230 Homemaking I 8240 Homemaking II
090109	Home Furnishings & Housing	8297 Home Furnishings & Housing - (18 weeks)

*Courses approved by State Board of Education for specific school divisions.

Home Economics Orientation and Exploration Programs

O.E. Codes		Course Codes and Titles
(Non-Sequential Offerings)		
090999	Intermediate Consumer and Homemaking	8205 Homemaking - Grade 6 - (18 weeks) 8206 Homemaking - Grade 7 - (18 weeks) 8208 Homemaking - Grade 7 - (36 weeks)
099999	Home Economics Occupational Exploration	8221 Home Economics - Occupational Exploration - (36 weeks)

INDUSTRIAL ARTS EDUCATION

Industrial Arts Orientation and Exploration

O.E. Codes		Course Codes and Titles
109999	Industrial Arts	8464 Exploring Technology - (18 weeks) 8461 Exploring Technology - (36 weeks) 8462 Modern Industry and Technology - (7-9 Grades) 8463 American Industry - (7-9 Grades) 8431 The World of Construction - (7-9 Grades) 8425 The World of Manufacturing - (8-10 Grades) 8415 The World of Communications - (9-10 Grades) 8445 The World of Transportation - (9-10 Grades)

TRADE AND INDUSTRIAL EDUCATION

Trade and Industrial Education Occupational Programs

O.E. Codes		Course Codes and Titles
170100	Air Conditioning and Refrigeration	8503 Air Conditioning and Refrigeration I 8504 Air Conditioning and Refrigeration II 8505 Air Conditioning and Refrigeration III
170301	Auto Body Repair	8676 Auto Body Repair I 8677 Auto Body Repair II 8678 Auto Body Repair III
170302	Auto Mechanics	8506 Auto Mechanics I 8507 Auto Mechanics II 8508 Auto Mechanics III 8710 Auto Servicing I - (Disadvantaged) 8711 Auto Servicing II - (Disadvantaged)
172601	Barbering	8509 Barbering I 8510 Barbering II 8511 Barbering III

Trade and Industrial Education Occupational Programs (continued)

O.E. Codes		Course Codes and Titles
171004	Bricklaying (Masonry)	8512 Bricklaying I 8513 Bricklaying II 8514 Bricklaying III 8713 Bricklaying I - (Disadvantaged) 8714 Bricklaying II - (Disadvantaged)
171099	Building Trades (Other Construction and Maintenance)	8515 Building Trades I 8516 Building Trades II 8517 Building Trades III 8716 Building Trades I - (Disadvantaged) 8717 Building Trades II - (Disadvantaged)
171001	Cabinetmaking and Carpentry	8518 Carpentry-Cabinet Making I 8519 Carpentry-Cabinet Making II 8520 Carpentry-Cabinet Making III
170700	Commercial Art Occupations	8570 Commercial Art I 8571 Commercial Art II 8572 Commercial Art III
172900	Commercial Foods (Quantity Food Occupations)	8521 Commercial Foods I 8522 Commercial Foods II 8523 Commercial Foods III 8719 Commercial Foods I - (Disadvantaged) 8720 Commercial Foods II - (Disadvantaged)
173300	Commercial Sewing (Textile Production and Fabrication)	8524 Commercial Sewing I 8525 Commercial Sewing II 8526 Commercial Sewing III
172602	Cosmetology	8527 Cosmetology I 8528 Cosmetology II 8529 Cosmetology III
171200	Diesel Mechanics	8679 Diesel Mechanics I
171300	Drafting Occupations	8530 Drafting I 8531 Drafting II 8532 Drafting III
171002	Electricity	8533 Electricity I 8534 Electricity II 8535 Electricity III
171500	Electronics (Electronic Occupations)	8536 Electronics I 8537 Electronics II 8538 Electronics III

Trade and Industrial Education Occupational Programs (continued)

O.E Codes		Course Codes and Titles
070303	Health Assistant Cluster (Same as Nurses' Assistant)	8561 Health Assistant Cluster I - (Disadvantaged)
	***Industrial Cooperative Training	8901 Industrial Cooperative Training I 8902 Industrial Cooperative Training II
171099	Industrial Maintenance Mechanics (Other Construction and Maintenance)	8575 Industrial Maintenance Mechanics I 8576 Industrial Maintenance Mechanics II 8577 Industrial Maintenance Mechanics III
	***Industrial Work Experience	8905 Industrial Work Experience I - (Disadvantaged) 8906 Industrial Work Experience II - (Disadvantaged)
172302	Machine Shop	8539 Machine Shop I 8540 Machine Shop II 8541 Machine Shop III
171099	Maintenance and Repair (Other Construction and Maintenance)	8542 Maintenance and Repair I - (Disadvantaged) 8543 Maintenance and Repair II - (Disadvantaged) 8544 Maintenance and Repair III - (Disadvantaged)
070904	Medical Assistants	8545 Medical Assistants I 8546 Medical Assistants II 8547 Medical Assistants III
172399	Other Metalworking Occupations	8548 Metal Trades I 8549 Metal Trades II 8550 Metal Trades III 8722 Metal Fabrication I - (Disadvantaged) 8723 Metal Fabrication II - (Disadvantaged)
179900	Mine Machinery Repair	8580 Mine Machinery Repair I 8581 Mine Machinery Repair II 8582 Mine Machinery Repair III
070303	Nurses' Aide	8560 Nurses' Aide I 8562 Nurses' Aide II
171007	Plumbing and Pipefitting	8551 Plumbing I 8552 Plumbing II 8553 Plumbing III
173100	Power Mechanics (Small Engine Repair)	8554 Power Mechanics I 8555 Power Mechanics II 8556 Power Mechanics III 8725 Small Engine Repair I - (Disadvantaged) 8726 Small Engine Repair II - (Disadvantaged)

***List students by Occupational Code.

Trade and Industrial Education Occupational Programs (continued)

O.E. Codes		Course Codes and Titles
070302	Practical Nursing	8557 Practical Nursing I 8558 Practical Nursing II - (Adult only)
171900	Printing (Graphics Arts Occupations)	8660 Printing I 8661 Printing II 8662 Printing III
172305	Sheet Metal	8663 Sheet Metal I 8664 Sheet Metal II 8665 Sheet Metal III
173400	Shoe Repairing	8666 Shoe Repairing I 8667 Shoe Repairing II 8668 Shoe Repairing III
172306	Welding and Cutting	8672 Welding I 8673 Welding II 8674 Welding III
171099	Maintenance and Repair	8590 General Maintenance Mechanic I 8591 General Maintenance Mechanic II 8592 General Maintenance Mechanic III
Use Appropriate O.E. Code		9011 Trade and Industrial Education for Handicapped

Trade and Industrial Education Senior Intensified Programs

O.E. Codes		Course Codes and Titles
Use Appropriate O.E. Code		8904 Ind. Coop. Training
170302	Auto Mechanics	8680 Tune Up Specialist Non-Coop.
170301	Auto Body Repair	8681 Painter, Automobile Non-Coop.
172900	Quantity Food Occupation	8691 Short Order Cook Non-Coop.

Trade and Industrial Orientation and Exploration Programs

O.E. Codes		Course Codes and Titles
179999	Industrial Career Exploration	8702 Industrial Career Exploration I 8704 Industrial Career Exploration II
179999	Industrial Career Orientation	8701 Industrial Career Orientation I 8703 Industrial Career Orientation II

Other O.E. Codes for Trade and Industry and Health
(For Use With Cooperative and Adult Courses)

170200 Appliance Repair
170399 Other Automotive
170400 Aviation Occupation
170500 Blueprint Reading
170600 Bus Mach Maint
170800 Cml Fishery Occup
170900 Cml Photog Occup
171002 Electricity
171100 Custodial Serv
171600 Fabric Maint Serv
171700 Foremanship Super & Mgt Devel
172000 Ind Atomic Energy
172100 Instr Maint & Repair
172200 Maritime Occup
172303 Machine Tool Operation
172307 Tool and Die Making
172400 Metallurgy Occupations
172699 Other Personal Service
172801 Fireman Training
172802 Law Enforcement Trg
172899 Other Public Service
173000 Refrigeration
173200 Stationary Energy Sources Occup.
173500 Upholstering
173600 Woodworking Occup.
179900 Other (ICT Occup not classified elsewhere)

HEALTH PROGRAMS

070101 Dental Assistant
070102 Dent Hygienist (Asso)
070103 Dent Lab Tech
070199 Other Dental
070203 Med Lab Assisting
070299 Other Med Lab Tech
070301 Nurse, Asso Degree
070305 Surgical Technology
070399 Other Nursing
070401 Occupational Therapy
070402 Physical Therapy
070499 Other Rehabilitation
070501 Radiologic Technology
070503 Nuclear Medical Technology
070599 Other Radiological
070600 Ophthalmic
070700 Environmental Health
070800 Mental Health Tech
070903 Inhalat Therapy Tech (Respiratory)
070906 Health Aide
070907 Medical Emergency Technician
070909 Mortuary Science
079999 Explor or Orientation
079900 Other (ICT Occup not classified elsewhere)

ACROSS-THE-BOARD COURSES
(Special Projects)

O.E. Codes

Use the appropriate O.E. Code and course code for across-the-board course.

Course Codes and Titles

9010 Work Instruction Program for Fourteen and Fifteen Year Old Students - (Disadvantaged)
9020 Cooperative Program I for Former Dropouts and Potential Dropouts - (Disadvantaged)
9030 Cooperative Program II for Former Dropouts and Potential Dropouts - (Disadvantaged)
9012 Combined Vocational Education for Handicapped
9040 Work Experience Career Education Program (WECEP) - (Disadvantaged)

APPENDIX B

VIRGINIA STATE DEPARTMENT OF EDUCATION
TEACHERS' DAILY ASSIGNMENT CODES LIST 1976-77

Non-teaching Assignment Codes

0100 Assistant Principal (Elementary)
0102 Assistant Principal (Secondary)
0153 Activity Director
0152 Athletic Director
0106 Audio-Visual Specialist
0110 Class Sponsor
0109 Coordination
0103 Guidance (Elementary)
0104 Guidance (Secondary)
0105 Librarian
0114 Lunch Room Duty
0107 Materials Specialist
0113 Office
0118 Other Non-teaching Assignment
0108 Planning
0099 Principal (Elementary)
0101 Principal (Secondary)
0111 Student Council Sponsor
0112 Student Publication Sponsor
0130 Study Hall
6101 Department Chairman--Business
8001 Department Chairman--Agriculture
8201 Department Chairman--Home Economics
8401 Department Chairman--Industrial Arts
8501 Department Chairman--Trade and Industrial
8101 Department Chairman--Distributive Education

APPENDIX C
DIVISION CODES

COUNTIES

ACCOMACK	001	KING & QUEEN	049
ALBEMARLE	002	KING WILLIAM	050
ALLEGHANY	003	LANCASTER	051
AMELIA	004	LEE	052
AMHERST	005	LOUDOUN	053
APPOMATTOX	006	LOUISA	054
ARLINGTON	007	LUNENBURG	055
AUGUSTA	008	MADISON	056
BATH	009	MATHEWS	057
BEDFORD	010	MECKLENBURG	058
BLAND	011	MIDDLESEX	059
BOTETOURT	012	MONTGOMERY	060
BRUNSWICK	013	NELSON	062
BUCHANAN	014	NEW KENT	063
BUCKINGHAM	015	NORTHAMPTON	065
CAMPBELL	016	NORTHUMBERLAND	066
CAROLINE	017	NOTTOWAY	067
CARROLL	018	ORANGE	068
CHARLES CITY	019	PAGE	069
CHARLOTTE	020	PATRICK	070
CHESTERFIELD	021	PITTSYLVANIA	071
CLARKE	022	POWHATAN	072
CRAIG	023	PRINCE EDWARD	073
CULPEPER	024	PRINCE GEORGE	074
CUMBERLAND	025	PRINCE WILLIAM	075
DICKENSON	026	PULASKI	077
DINWIDDIE	027	RAPPAHANNOCK	078
ESSEX	028	RICHMOND	079
FAIRFAX	029	ROANOKE	080
FAUQUIER	030	ROCKBRIDGE	081
FLOYD	031	ROCKINGHAM	082
FLUVANNA	032	RUSSELL	083
FRANKLIN	033	SCOTT	084
FREDERICK	034	SHENANDOAH	085
GILES	035	SMYTH	086
GLOUCESTER	036	SOUTHAMPTON	087
GOOCHLAND	037	SPOTSYLVANIA	088
GRAYSON	038	STAFFORD	089
GREENE	039	SURRY	090
GREENSVILLE	040	SUSSEX	091
HALIFAX	041	TAZEWELL	092
HANOVER	042	WARREN	093
HENRICO	043	WASHINGTON	094
HENRY	044	WESTMORELAND	095
HIGHLAND	045	WISE	096
ISLE OF WIGHT	046	WYTHE	097
JAMES CITY CO.	047	YORK	098
KING GEORGE	048		

CITIES

ALEXANDRIA	101
BEDFORD	140
BRISTOL	102
BUENA VISTA	103
CHARLOTTESVILLE	104
CHESAPEAKE	136
CLIFTON FORGE	105
COLONIAL HEIGHTS	106
COVINGTON	107
DANVILLE	108
EMPORIA	138
FAIRFAX	134
FALLS CHURCH	109
FRANKLIN	135
FREDERICKSBURG	110
GALAX	111
HAMPTON	112
HARRISONBURG	113
HOPEWELL	114
LEXINGTON	137
LYNCHBURG	115
MARTINSVILLE	116
NEWPORT NEWS	117
NORFOLK	118
NORTON	119
PETERSBURG	120
POQUOSON	142
PORTSMOUTH	121
RADFORD	122
RICHMOND	123
ROANOKE	124
SALEM	139
SOUTH BOSTON	133
STAUNTON	126
SUFFOLK	127
VIRGINIA BEACH	128
WAYNESBORO	130
WILLIAMSBURG	131
WINCHESTER	132

TOWNS

CAPE CHARLES	201
COLONIAL BEACH	202
FRIES	203
SALTVILLE	206
WEST POINT	207

SPECIAL ADULT DIVISION CODES

For purposes of VERS reporting, use the following division codes for the corresponding institutions where adult vocational education courses are taught:

Community Colleges

820 Blue Ridge Community College
821 Central Virginia Community College
822 Dabney S. Lancaster Community College
823 Danville Community College
824 Eastern Shore Community College
825 Germanna Community College
826 John Tyler Community College
827 Lord Fairfax Community College
828 Mountain Empire Community College
829 New River Community College
830 Northern Virginia Community College
831 Patrick Henry Community College
832 Paul D. Camp Community College
833 Piedmont Community College
834 Rappahannock Community College
835 J. Sargeant Reynolds Community College
836 Southside Virginia Community College
837 Thomas Nelson Community College
838 Tidewater Community College
839 Virginia Highlands Community College
840 Virginia Western Community College
841 Wytheville Community College
842 Southwest Virginia Community College

Colleges and Universities

870 Longwood College
871 Madison College
872 George Mason College
873 Medical College of Virginia
874 Christopher Newport College
875 Norfolk State College
876 Old Dominion University
877 Radford College
878 Richard Bland College
879 University of Virginia
880 Clinch Valley College
881 Virginia Commonwealth University
882 Virginia Military Institute
883 Virginia Polytechnic Institute and State University
884 Virginia State College
885 College of William and Mary
886 Mary Washington College

State Agencies

903 State Police Administration Headquarters

Adult Correctional Institutions

980 Bland Correctional Farm
981 Virginia State Penitentiary
982 Virginia State Farm for Men
983 Southampton Farm
984 Virginia State Industrial Farm for Women (Goochland)
985 Prince George Federal Reformatory
986 Wise Correctional Unit at Coeburn, Virginia

Institutions for the Handicapped

940 Children's Rehabilitation Center
941 Lynchburg Training School and Hospital
943 Petersburg Training School
944 Reception and Training School
945 Virginia School at Hampton
946 Virginia School at Staunton
947 Woodrow Wilson Rehabilitation Center
948 Virginia Treatment Center
949 DeJarnette Center

APPENDIX D

Virginia Vocational Education Follow-Up Forms

VERS 4 - Secondary Students

VERS 6 - Adult Preparatory Students

VIRGINIA STATE DEPARTMENT OF EDUCATION
VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP FORM VERS 4

USE NO. 2 PENCIL

DIRECTIONS: This form contains six groups of questions. Start answering the questions in Group I. Where circles ○ are provided, blacken completely ● the circle beside your answer. When an answer requires writing, write only in the box following the question. Stay within the box. Please answer all questions in a group until you are instructed to move forward.

USE NO. 2 PENCIL. Erase errors completely. Do not make any stray marks.

Do not fold, roll, staple, clip, or mutilate this form.

Use the large self-addressed envelope to return the completed form. No stamp is needed.

Examples of PROPER marks

Examples of IMPROPER marks

DO NOT WRITE OR MARK IN THIS AREA

GROUP I

1.1 What was your major vocational program in high school?

- ○ Agricultural Education
- ○ Business Education
- ○ Distributive Education
- ○ Home Economics Education
- ○ Trade and Industrial Education
- ○ Health Occupation Education

1.2 If you were to start all over again, what area of education would you select?

- ○ Same vocational education field
- ○ Different vocational education field (specify:) _____
- ○ Non-vocational education field

1.3 Were you able to enroll in the vocational education program of your choice?

- ○ Yes (if you mark "yes", go to item 1.5)
- ○ No

1.4 What was the major reason that you could not enroll in the vocational education program of your choice?

- ○ Unavailability of the program
- ○ Limitation of the class size
- ○ Counselor advised against it
- ○ Parents/teacher advised against it
- ○ Other reason

GROUP I Continued

1.5 What is your present status?

- ○ In the military service (go to GROUP IV)
- ○ Continuing education as a full-time student (go to GROUP IV)
- ○ Employed (go to GROUP II)
- ○ Unemployed (go to GROUP III)

GROUP II

2.1 What is the title of your present job?

Title _____

2.2 How many hours do you work per week?

- ○ Less than 30 hours
- ○ 30 hours or more

2.3 How do you like your present job?

- ○ Like it very much
- ○ Like it somewhat
- ○ Dislike it somewhat
- ○ Dislike it very much

2.4 Did you get the job because of vocational training in school?

- ○ Yes
- ○ No

GROUP II Continued

2.5 How often do you use the knowledge and skills gained in your major vocational program in school?

- ○ Frequently
- ○ Occasionally
- ○ Never

2.6 What is the pay per week (before deductions) on your present job?

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP IV

GROUP III

3.1 If you are not employed now are you looking for a job?

- ○ Yes
- ○ No

GO TO GROUP IV

USE NO. 2 PENCIL ONLY

NCS Trans-Optic F3419-54321

GROUP IV

4.1 How many full-time jobs (30 hours or more per week) have you had since leaving school?

- ○ None (Go to GROUP VI)
- ○ One (Go to GROUP V)
- ○ Two (Go to GROUP V)
- ○ Three (Go to GROUP V)
- ○ Four or more (Go to GROUP V)

GROUP V

Information on the first full-time job after leaving high school.

5.1 Was your first full-time job in the occupational area of your major vocational program?

- ○ Yes (If "yes", go to question 5.3)
- ○ No

5.2 If your first full-time job was not in the field of training, what was the major reason?

- ○ Tried, but couldn't find a job
- ○ Couldn't get into apprentice program
- ○ Better job came along first
- ○ Didn't want that type of work
- ○ Instructor advised against it
- ○ Other reason (explain):

5.3 What was the title of your first full-time job after leaving school?

5.4 How far from your high school was your first full-time job?

- ○ 0 - 25 miles
- ○ 26 - 50 miles
- ○ 51 - 100 miles
- ○ 101 - 200 miles
- ○ more than 200 miles

GROUP V Continued

5.5 Who helped you find your first full-time job? (mark all that apply)

- ○ Vocational teachers
- ○ Guidance counselors
- ○ Other teachers
- ○ Placement service at school
- ○ State employment service
- ○ Relatives
- ○ Others
- ○ Found it myself

5.6 If it took longer than you expected to find your first full time job, what was the most important reason?

- ○ No jobs available in the community
- ○ Wasn't interested in the jobs available
- ○ Parents wanted me to stay at home
- ○ Lacked skills or other qualifications for the jobs available
- ○ Was too young
- ○ Got married
- ○ Went to college
- ○ Other (specify):

5.7 How well did your vocational training prepare you for your first full-time job?

- ○ Exceptionally well
- ○ Well
- ○ Not too well
- ○ Poorly

5.8 What was the starting pay per week (before deductions) on your first full-time job?

- ○ $50 or under
- ○ $51 - $75
- ○ $76 - $100
- ○ $101 - $125
- ○ $126 - $150
- ○ $151 or over

GO TO GROUP VI

GROUP VI

6.1 Please rate your former school on each of the items below.

EXCELLENT	GOOD	FAIR	POOR	
○	○	○	○	Instructors' ability in teaching
○	○	○	○	Teachers' interest in students
○	○	○	○	Availability of different vocational education programs
○	○	○	○	Guidance/counseling service
○	○	○	○	Availability of career information
○	○	○	○	Information on availability of job opening
○	○	○	○	Tools and equipment
○	○	○	○	Condition of shops/labs
○	○	○	○	Condition of school building

If you have specific comments about your vocational training, teachers or school, please write them on a separate sheet of paper and enclose with this form.

THANK YOU FOR YOUR COOPERATION

DIRECTIONS

- Read the items carefully and mark appropriate answers.
- Fill circles completely with heavy black marks.
- USE No. 2 PENCIL ONLY.
- Erase errors completely.
- Make no stray marks.
- Mail the completed form in the enclosed envelope – no stamp is needed.

If employed, mark one.

- ○ Civilian employment
- ○ Military employment

If civilian employment, how many hours do you work per week?

- ○ 30 Hours or More
- ○ Less than 30 Hours

If civilian employment, how often do you use the knowledge and skills acquired in your adult preparatory training program?

- ○ Frequently
- ○ Occasionally
- ○ Never

If unemployed, mark one of the following.

- ○ Continuing education
- ○ Seeking work
- ○ Not seeking work
- ○ Other

USE No. 2 PENCIL ONLY

NCS Trans-Optic F34321-84321

SUMMARY OF VERS REPORTING PROCEDURES

1976-77

VERS Form		Completion Date	Date Due In State Office	Supplied By	Returned By
No.	Name				
7	Fall Report of Vocational Education Teachers	September 20	September 25	VERS Coordinator	VERS Coordinator
1	Virginia Vocational Education Class Enrollment Form (1)	September 30 (For approved 18 week second semester courses - complete forms at beginning of course)	October 15 (Second semester-March 1)	VERS Coordinator	School Principal
1A	School Enrollment Summary Sheet	October 5 (Completed by school principal)	October 15	VERS Coordinator	VERS Coordinator
1B	Division Superintendent's Enrollment Verification	October 10	October 15	VERS Coordinator	VERS Coordinator
2	Virginia Vocational Education Adult Enrollment Form (2)	Final Class Meeting	Upon Completion but not later than June 1	VERS Coordinator	VERS Coordinator
3	Virginia Vocational Education Student Completion Form	May 1	May 15	VERS Coordinator	VERS Coordinator
5	Virginia Vocational Education Adult Preparatory Student Completion Form	Final Class Meeting	Upon Completion but not later than June 1	VERS Coordinator	VERS Coordinator

(1) State funds for additional costs and enrollments will be determined by these reports.

(2) State funds for adult supplements, including salaries for part-time instructors, will be determined in part from these reports.

VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP
FORMER STUDENT RESPONSES
1973-74

Prepared by

Donald E. Elson and P. S. Vivekananthan
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College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

In Cooperation With

Division of Vocational Education

and

Division of Educational Research
State Department of Education
Richmond, Virginia 23216

FOREWORD

The Division of Vocational Education, Virginia State Department of Education, in cooperation with the faculty of the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, has developed the Vocational Education Reporting System (VERS) to accurately collect enrollment data and to systematically survey the former students of secondary vocational education programs. Enrollment data for the 1973-74 school year were collected in the fall of 1973 and updated in the spring of 1974. The follow-up study of the former students of the 1973-74 school year was conducted in the fall of 1974. This report presents the findings of the follow-up study.

Acknowledgments are due to Dr. P. S. Vivekananthan and Dr. Donald E. Elson, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University for their analysis of the data and preparation of this report, and to Miss Mary E. Harding, Systems Analyst, and Mr. L. M. Jewell, Jr., Coordinator of Vocational Education Research and Statistical Information, State Department of Education, for assistance in the data analysis and coordinating the development of this report.

George S. Orr, Director
Division of Vocational Education

INTRODUCTION

The Vocational Education Reporting System (VERS) which was implemented during the 1972-73 school year includes a follow-up component. The component retrieves the records of students who have completed a vocational education program, or who left school prior to completing a vocational program with marketable skills and are employed fulltime in a field for which they were trained or in a field related to their training. These former students are contacted by mail and information is obtained from them using a follow-up questionnaire. The follow-up study was conducted during the months of November and December of 1974, approximately five months after the close of the 1973-74 school year.

All 1974 business (office) education students in the above categories were followed-up. A sample of former students of other vocational services was selected using an approved stratified sampling procedure. The sample size of students of different vocational education services who were followed-up and the number who returned usable follow-up questionnaires are given in the following table.

Service	Sample Size	No. of Usable Responses
Agricultural Production	656	300
Non-Farm Agriculture	689	311
Business (Office) Education	9929	4999
Distributive Education	1118	508
Health Education	589	329
Consumer Home Ec. Education	1106	466
Occupational Home Ec. Education	488	242
Trade and Industrial Education	1214	639
Total	15789	7794

OUTCOMES OF VOCATIONAL EDUCATION TRAINING

This section presents information pertaining to outcomes of vocational education training. Information presented in this section is related to accountability information such as student status, use of training, knowledge, and skills on the job, and earning level of former students. The status of all former students responding to the follow-up is shown in Figure 1.

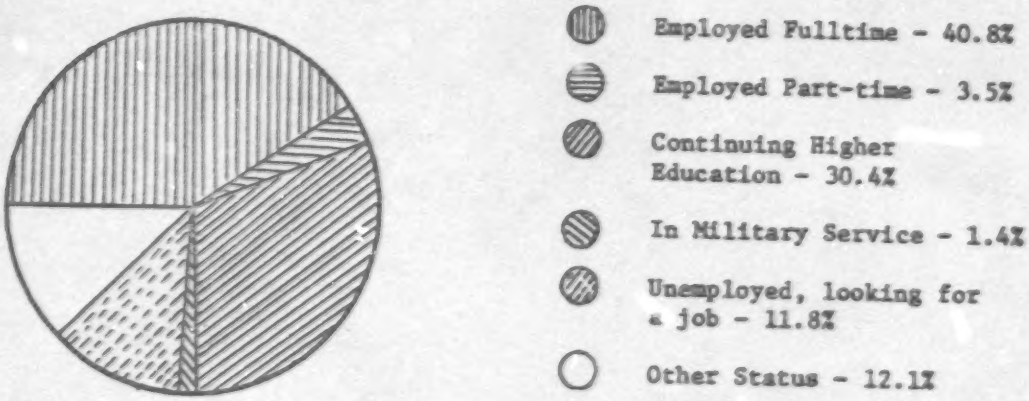
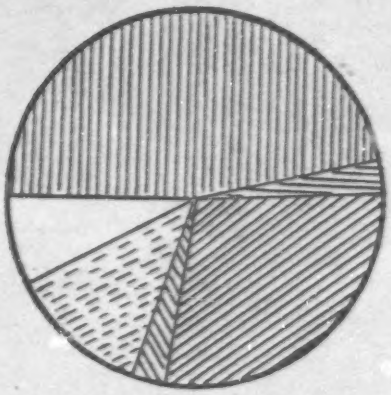


Figure 1 - Status of former students of vocational education. (The "other status" category includes students who are unemployed but not looking for a job.)

The status of the former students in different services is shown in Figures 2 through 8.



Employed Fulltime - 46.7%

Employed Part-time - 3.0%

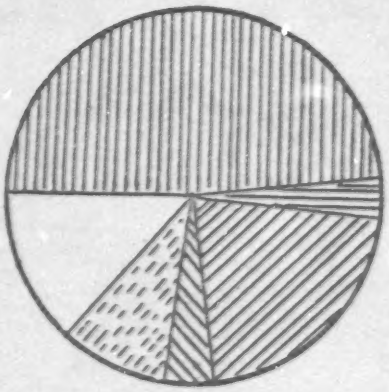
Continuing Higher Education - 28.3%

In Military Service 3.0%

Unemployed, looking for a job - 11.7%

Other Status - 7.3%

Figure 2 - Status of Former Students of Agricultural Production Programs.



Employed Fulltime - 48.6%

Employed Part-time - 3.5%

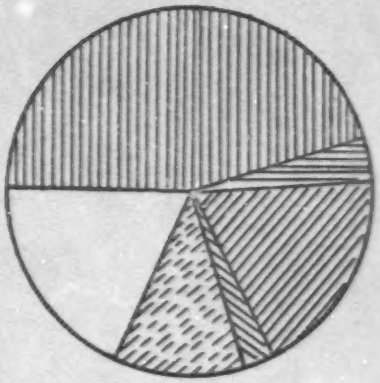
Continuing Higher Education - 21.5%

In Military Service - 4.2%

Unemployed, looking for a job - 9.0%

Other Status - 13.2%

Figure 3 - Status of Former Students of Non-Farm Agriculture Programs.



Employed Fulltime - 45.3%

Employed Part-time - 3.7%

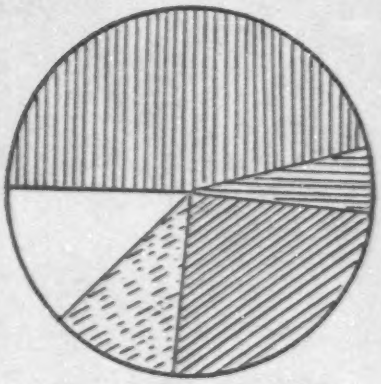
Continuing Higher Education - 18.5%

In Military Service - 3.0%

Unemployed, looking for a job - 11.4%

Other Status - 18.1%

Figure 4 - Status of Former Students of Distributive Education Programs.



Employed Fulltime - 46.5%

Employed Part-time - 5.8%

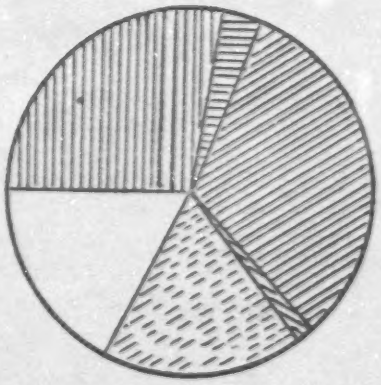
Continuing Higher Education - 22.2%

In Military Service - 0%

Unemployed, looking for a job - 11.5%

Other Status - 14.0%

Figure 5 - Status of Former Students of Health Education Programs.



Employed Fulltime - 27.4%

Employed Part-time - 3.4%

Continuing Higher Education - 32.6%

In Military Service - 1.4%

Unemployed, looking for a job - 18.1%

Other Status - 17.1%

Figure 6 - Status of Former Students of Home Economics Education Programs.

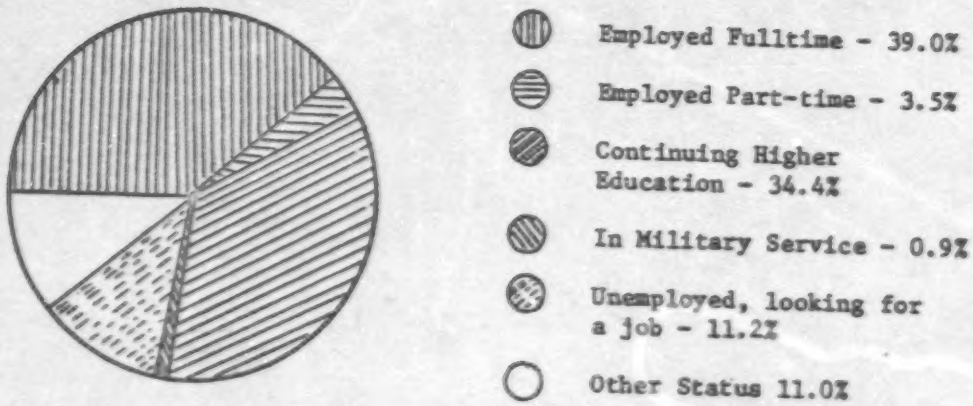


Figure 7 - Status of Former Students of Business Education Programs.

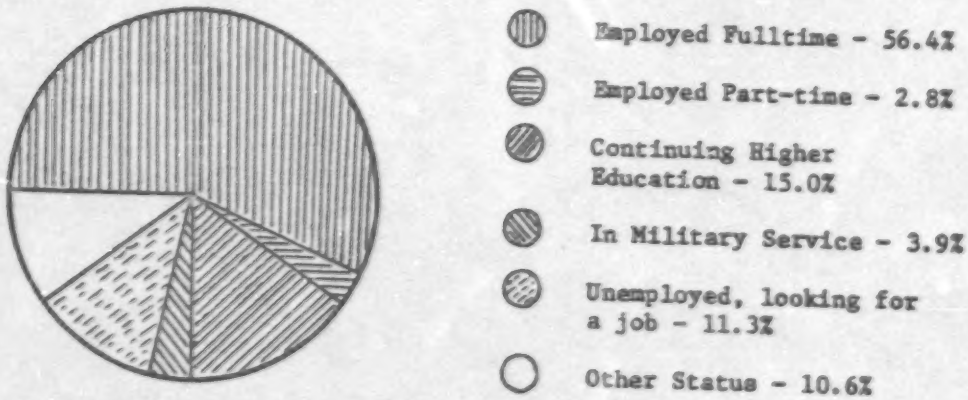


Figure 8 - Status of Former Students of Trade and Industrial Programs.

The students were asked to indicate the extent to which they use the knowledge and skills received in the vocational programs in their present jobs. The responses were grouped under two categories. One category represents students who indicated they use their knowledge and skills. The other category represents students who said they do not use the knowledge and skills in their jobs. The percentages of the two categories for different services are shown in Figure 9.

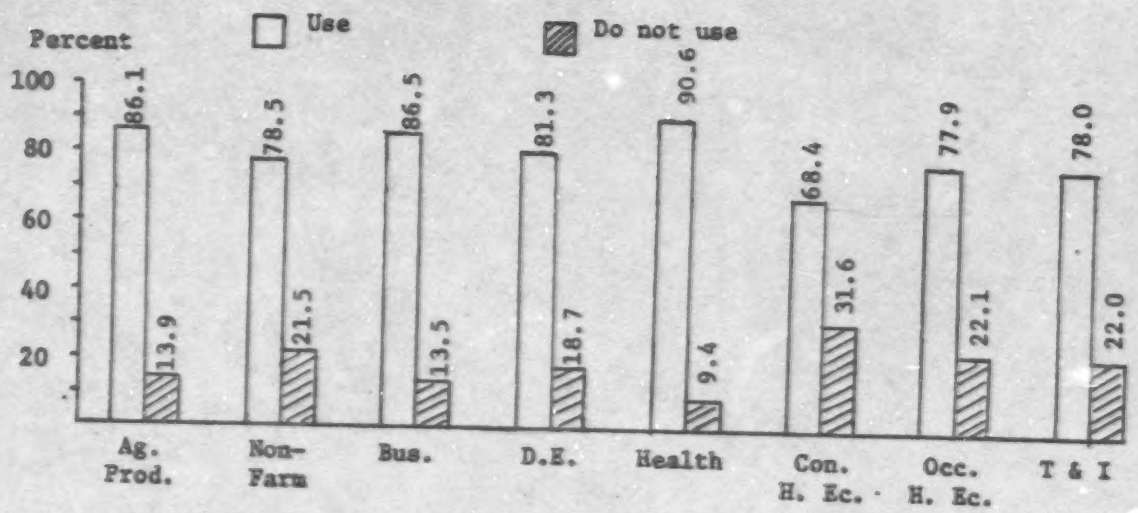


Figure 9 - Application of Knowledge and Skills received from Vocational Programs.

The former students were asked to indicate their weekly wage on their present jobs. Percentages of different wage rates are given in Figure 10.

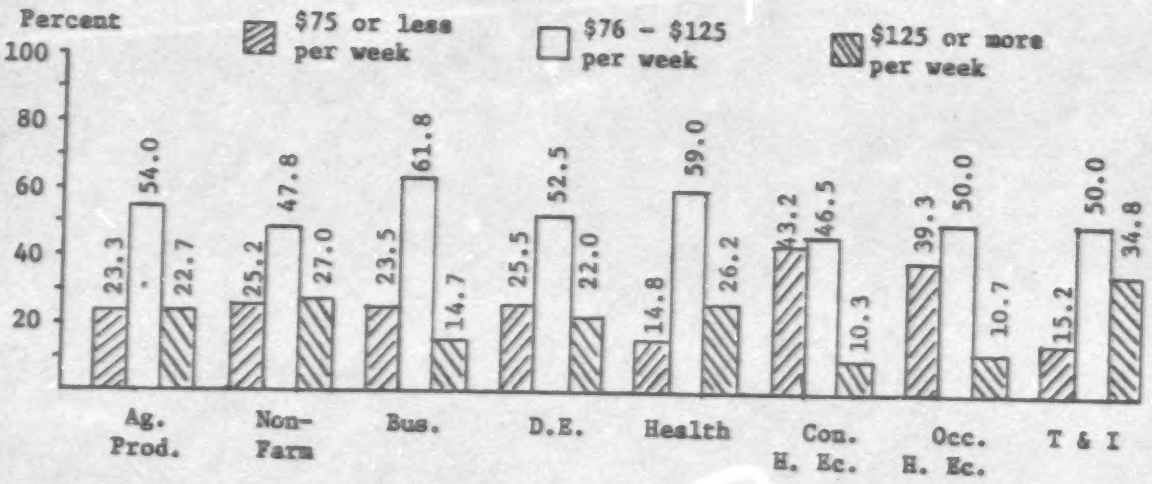


Figure 10 - Weekly wage rate.

STUDENT PERCEPTIONS AND ATTITUDES

Perceptions and attitudes of former students toward vocational education programs are presented in this section. The former students were asked to rate instructors, placement services, tools, equipment, and facilities. They were asked to check one of four scaling responses, "excellent", "good", "fair", or "poor" for each evaluative item. Percentages for "excellent" and "good" categories are combined and are represented in Figure 11-16 by a clear bar. The "fair" and "poor" categories are represented by the shaded bar. Student ratings are given for various items in the following figures.

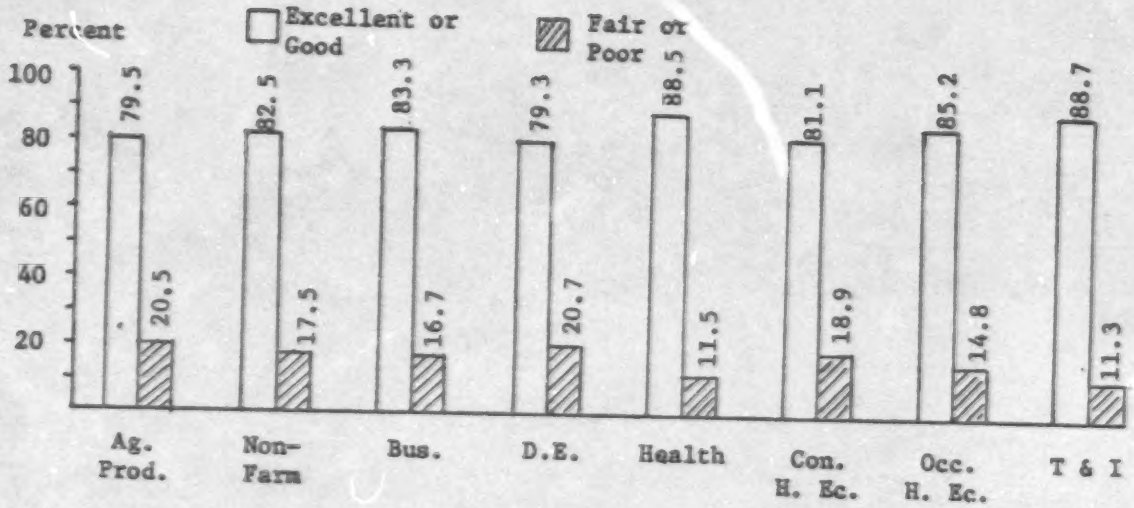


Figure 11 - Instructor's Ability in Teaching

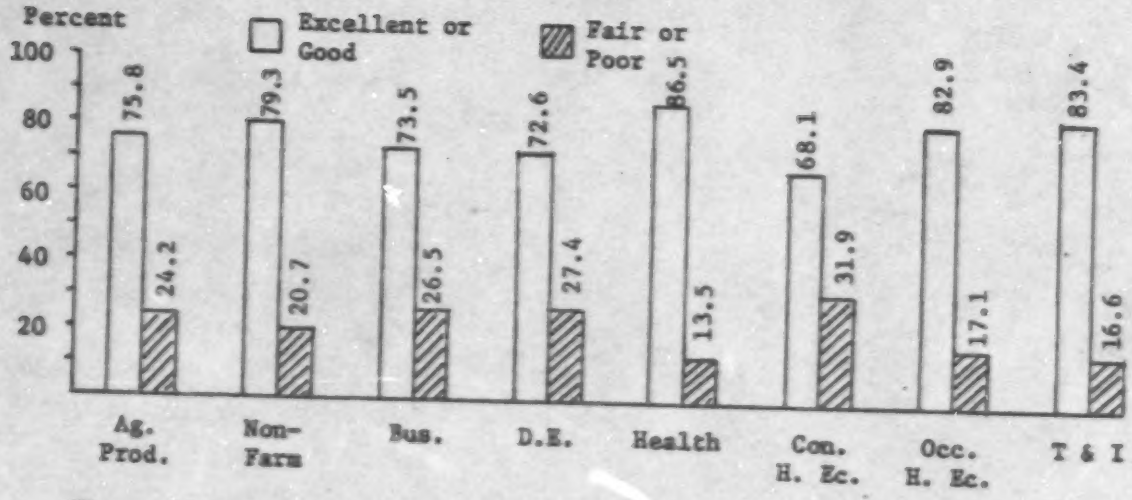


Figure 12 - Teacher's Interest in Students

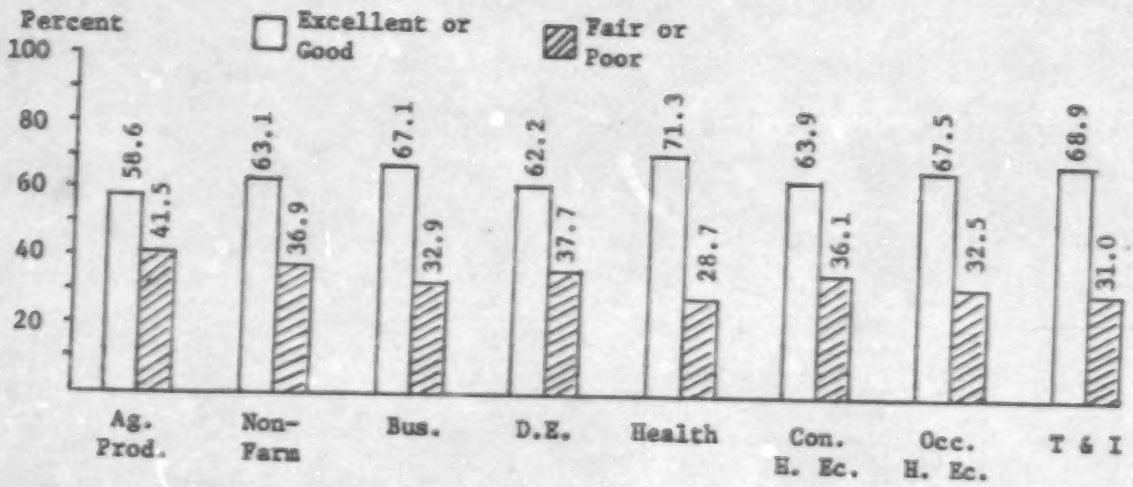


Figure 13 - Availability of Career Information

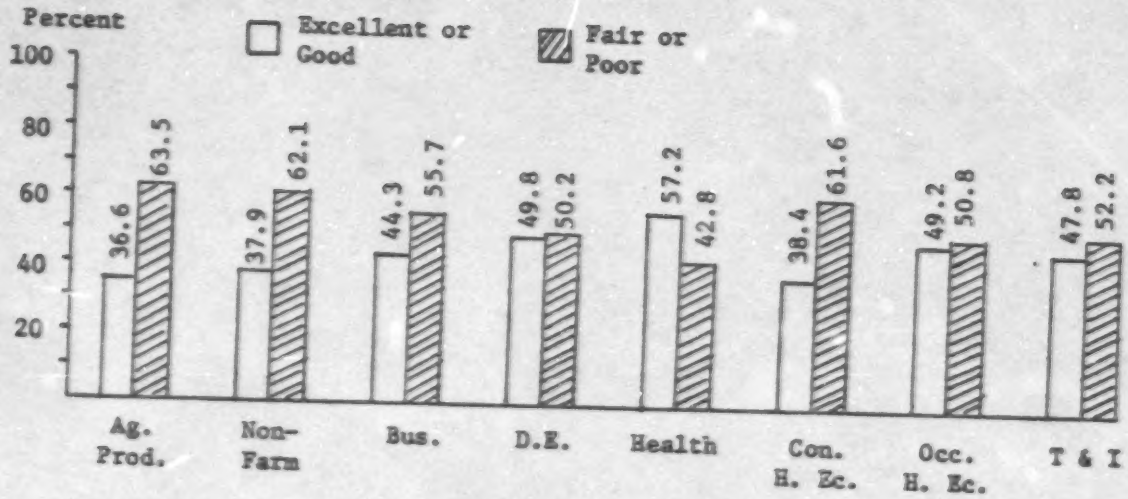


Figure 14 - Information on Availability of Job Openings

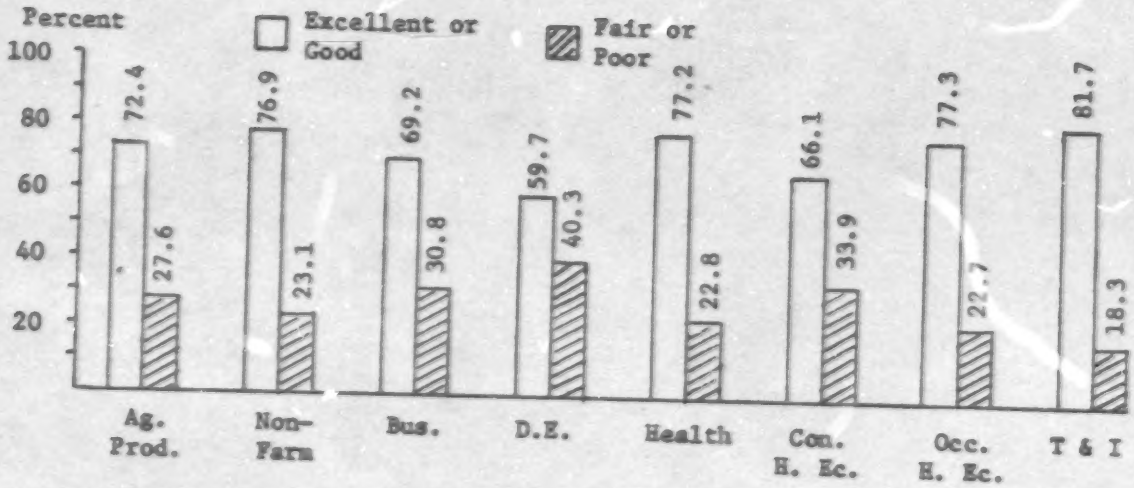


Figure 15 - Conditions of Shops/Labs

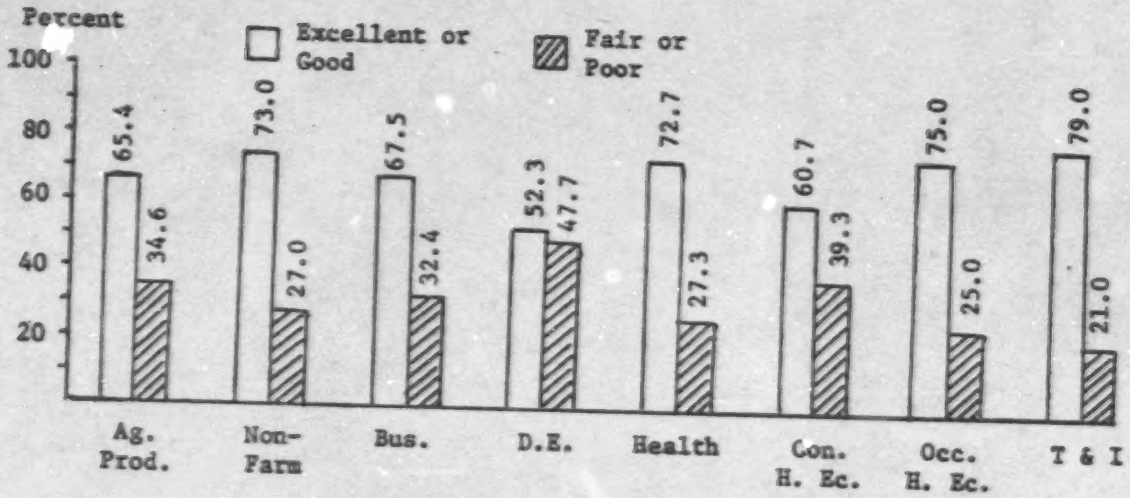


Figure 16 - Tools and Equipment

Figure 17 illustrates the perceptions of all vocational students responding to the follow-up concerning the guidance and counseling services.

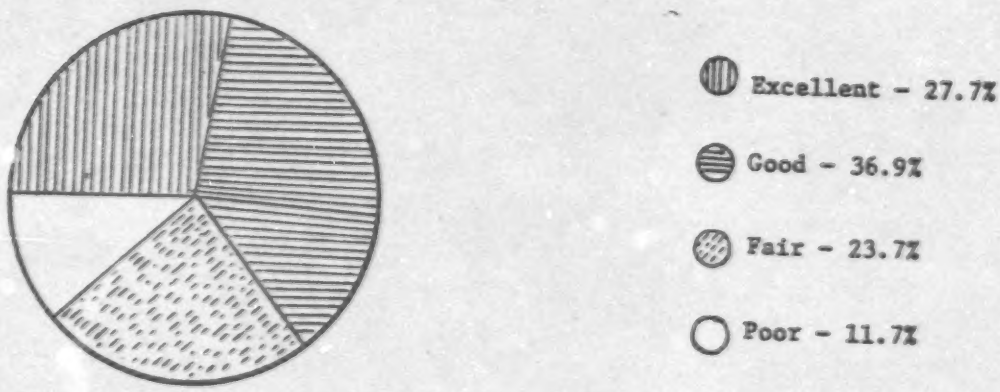


Figure 17 - Guidance and Counseling Services

SUMMARY

The data on status of the former students show a satisfactory rate of employment. The unemployment figure of 11.80% appears high, but when considering the national average of 17.8% unemployment, based on the total teenagers in the labor force during the comparable period, the figure seems less pronounced. The student status shows that one out of every three students is continuing education at a higher level. This finding helps to correct the misconception that vocational education is not for those who plan to continue education.

The data show that a substantial number of students from every vocational education program are using the knowledge and skills gained from the vocational education programs in their jobs.

The students' perceptions and attitudes look very favorably toward most vocational education activities. The data suggest that the job placement service needs improvement.

In general, the data suggest that the vocational education programs are effective and the students of vocational education programs are able to find employment even during the period of economic recession.

009 013

APPENDIX E

Virginia Vocational Education
Follow-up

Former Student Responses
1974-75

VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP
FORMER STUDENT RESPONSES
1974-75

Prepared by

Donald E. Elson and Patrick A. O'Reilly
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Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

In Cooperation With

Division of Vocational Education

and

Division of Educational Research
State Department of Education
Richmond, Virginia 23216

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Acknowledgments are due to Dr. Patrick A. O'Reilly and Dr. Donald E. Elson, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University for their analysis of the data and preparation of this report, and to Miss Mary E. Harding, Systems Analyst, and Mr. L. M. Jewell, Jr., Coordinator of Vocational Education Research and Statistical Information, State Department of Education, for assistance in the data analysis and coordinating the development of this report.

George S. Orr, Director
Division of Vocational Education

INTRODUCTION

The Vocational Education Reporting System (VERS) which was implemented during the 1972-73 school year includes a follow-up component. This component collects data about students who have completed a vocational education program or who left school prior to completing a vocational program but were judged to have acquired marketable skills. Former students were contacted by mail and the information reported here was compiled from the follow-up questionnaire. The follow-up study was conducted during the month of January of 1976, approximately seven months after the close of the 1974-75 school year.

All 1975 Trade and Industrial and Health Education students in the above categories were followed-up. A sample of former students of other vocational services was selected using a stratified sampling procedure. The following table indicates the numbers of students who completed a vocational education program or who left school prior to completing a vocational program but were judged to have acquired marketable skills in each of the vocational education service areas.

Service	Completions (Unduplicated)
Agricultural Production	825
Non-Farm Agriculture	1434
Business (Office) Education	15015
Distributive Education	5683
Health Education	949
Occupational Home Ec. Education	827
Trade and Industrial Education	7720
Total	32453

The numbers of students followed-up and the number of usable questionnaires returned by vocational education service are presented in the following table.

Service	Sample Size	No. of Usable Responses
Agricultural Production	712	445
Non-Farm Agriculture	839	484
Business (Office) Education	1383	886
Distributive Education	1212	696
Health Education	949	632
Occupational Home Ec. Education	623	402
Trade and Industrial Education	7720	4768
Total	13438	8313

OUTCOMES OF VOCATIONAL EDUCATION TRAINING

This section presents information pertaining to outcomes of vocational education training. Information presented in this section is related to accountability. Information about the current status of former students is reported as well as their perceptions of their training and their school. The status of all former students responding to the follow-up is shown in Figure 1. In Figures 1 through 8 the category "Other Status" includes those former students who indicated that they were unemployed but not looking for a job.

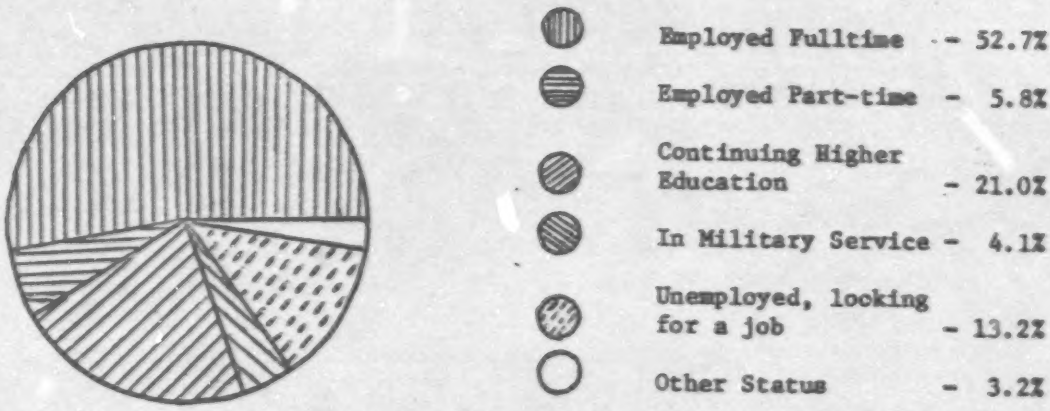

Figure 1 - Status of Former Students of Vocational Education.
(These percentages are based upon 8313 usable responses).

The status of the former students in different services is shown in Figures 2 through 8.

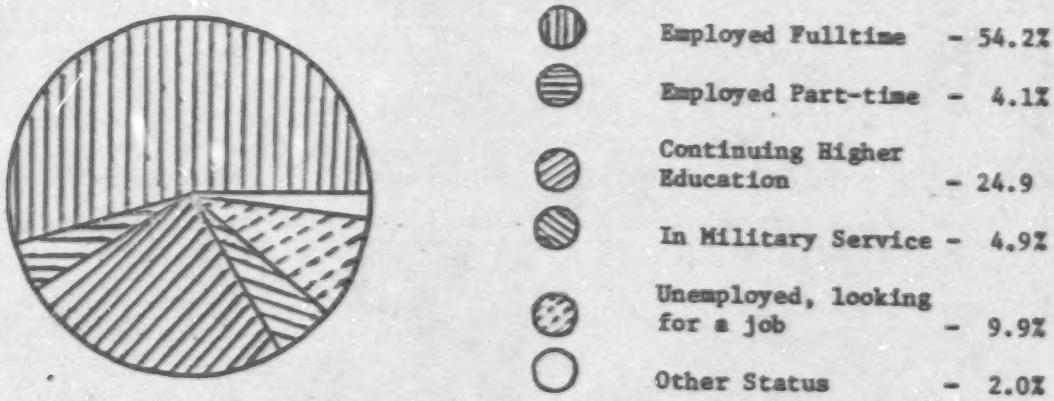

Figure - Status of Former Students of Agricultural Production Programs.
(These percentages are based upon 445 usable returns).

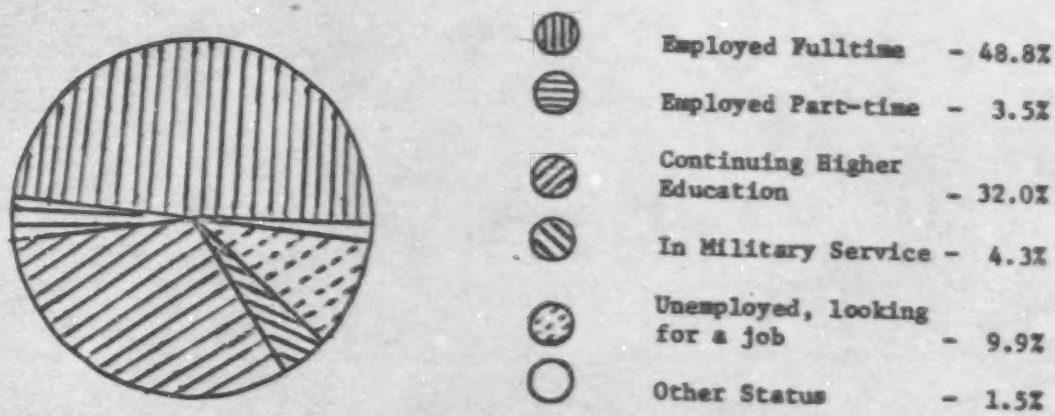

Figure 3 - Status of Former Students of Non-Farm Agriculture Programs.

(These percentages are based upon 484 usable returns).

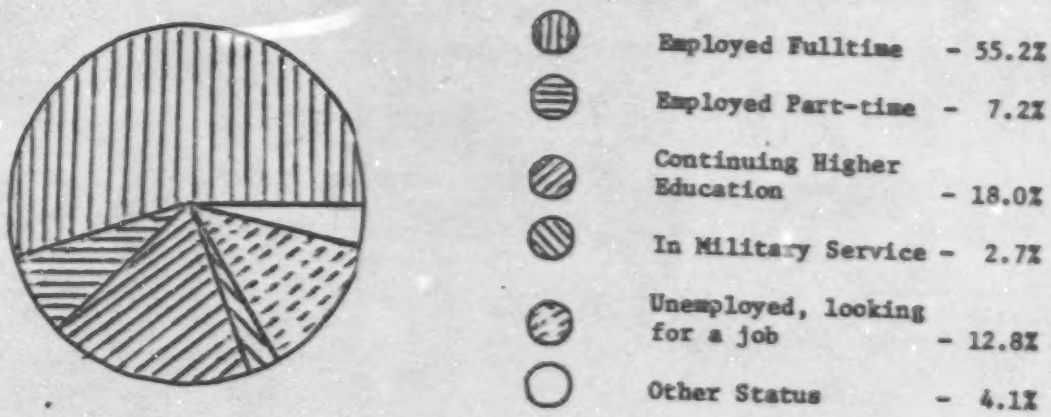

Figure 4 - Status of Former Students of Distributive Education Programs.

(Percentages are based upon 696 usable returns).

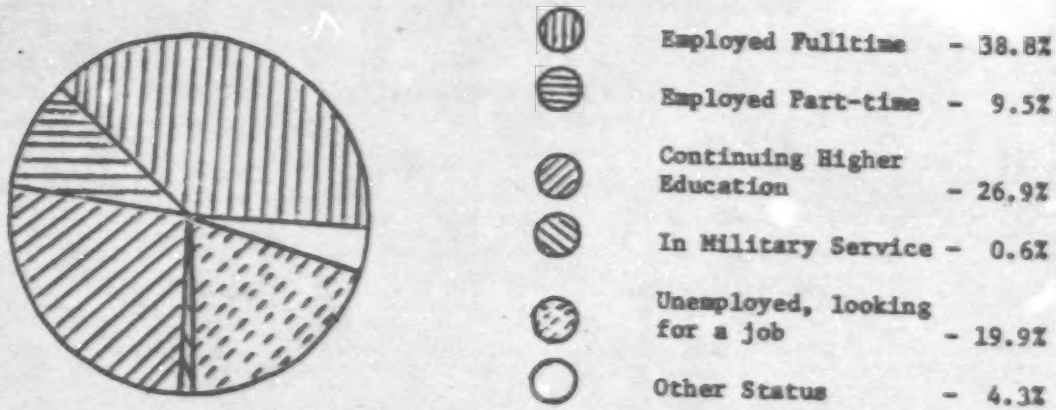

Figure 5 - Status of Former Students of Health Education Programs.
(Percentages are based upon 632 usable responses).

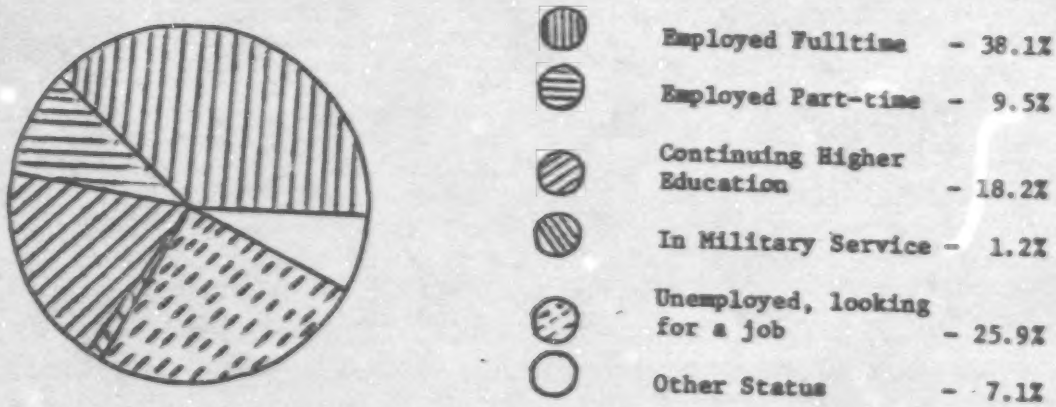

Figure 6 - Status of Former Students of Occupational Home Economics Education Programs.
(Percentages are based upon 402 usable responses).

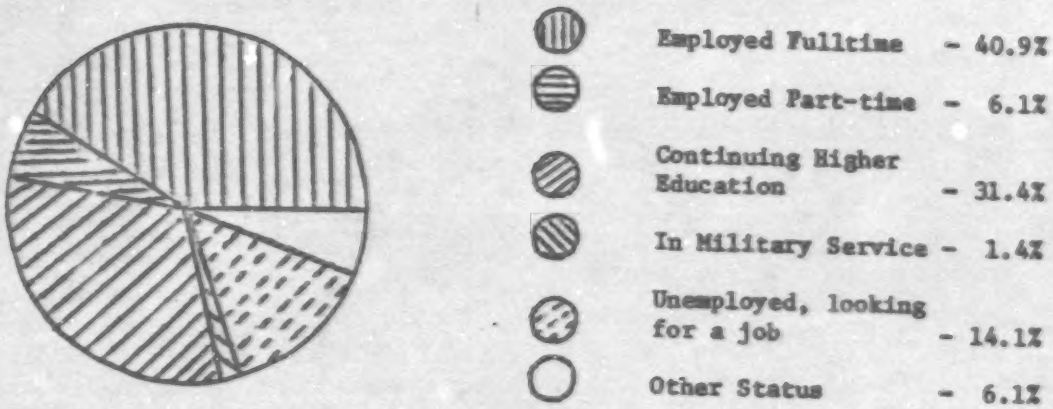

Figure 7 - Status of Former Students of Busines Education Programs. (These percentages are based upon 886 usable returns).

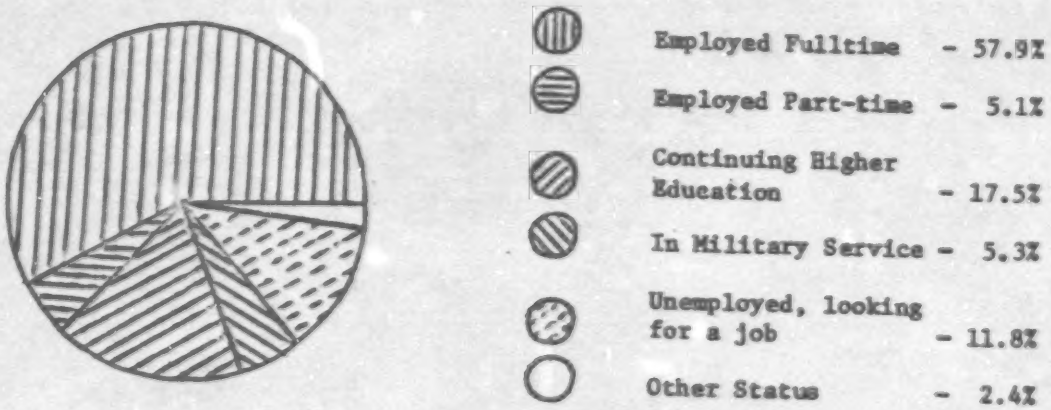

Figure 8 - Status of Former Students of Trade and Industrial Programs. (These percentages are based upon 4768 usable returns).

Those students who were employed were asked to indicate the extent to which they use the knowledge and skills received in the vocational programs in their present jobs. The responses were grouped under two categories. One category represents students who indicated they use their knowledge and skills. The other category represents students who said they do not use the knowledge and skills in their jobs. The percentages of the two categories for different services are shown in Figure 9.

Figure 9 - Application of Knowledge and Skills received from Vocational Programs.

The former students were asked to indicate their weekly wage on their present jobs. Percentages of different wage rates are given in Figure 10.

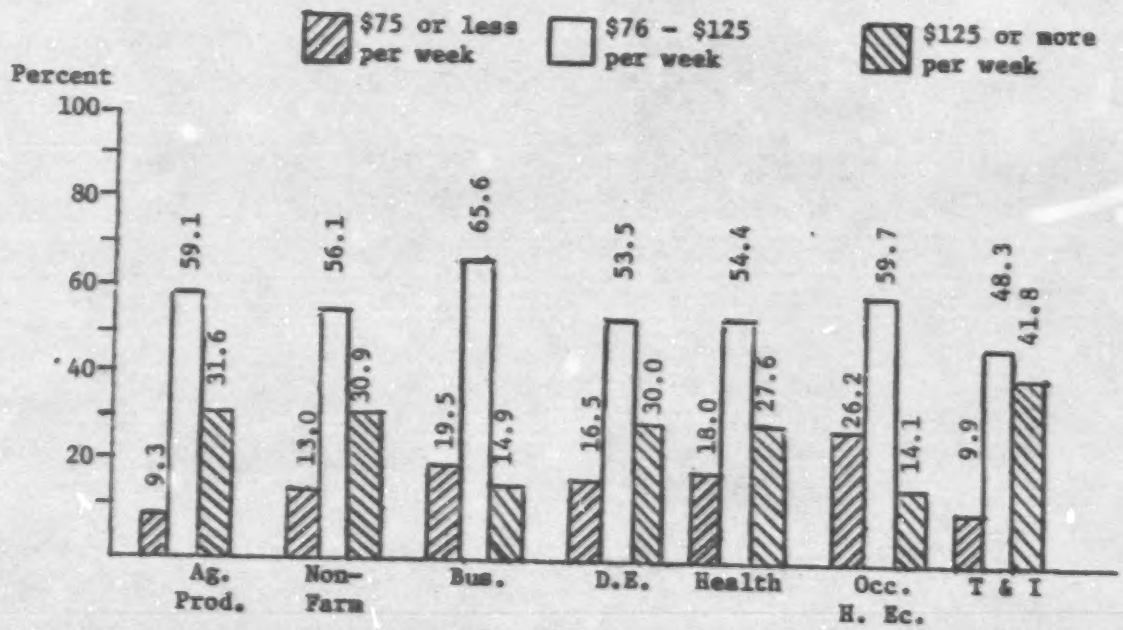

Figure 10 - Weekly wage rate.

The percentages presented in Figures 9 and 10 were computed based upon the responses of former students who are employed part-time as well as fulltime. Thus these figures may be more conservative than they would have been if those individuals who were employed part-time had not been included. The following table reports the numbers of respondents employed full-time and part-time for each service area.

Service	Employed Fulltime	Employed Part-time
Agricultural Production	241	18
Non-Farm Agriculture	236	17
Business (Office) Education	362	54
Distributive Education	384	50
Health Education	245	60
Occupational Home Ec. Education	153	38
Trade and Industrial Education	2762	243

STUDENT PERCEPTIONS AND ATTITUDES

Perceptions and attitudes of former students toward vocational education programs are presented in this section. The former students were asked to rate instructors, placement services, tools, equipment, and facilities. They were asked to check one of four responses, "excellent", "good", "fair", or "poor" for each item. Percentages for "excellent" and "good" categories were combined and are represented in Figures 11-16 by a clear bar. The combined "fair" and "poor" categories are represented by the shaded bar. While all former students were requested to respond to each item, not all did. However, at least 92 percent responded to the following items.

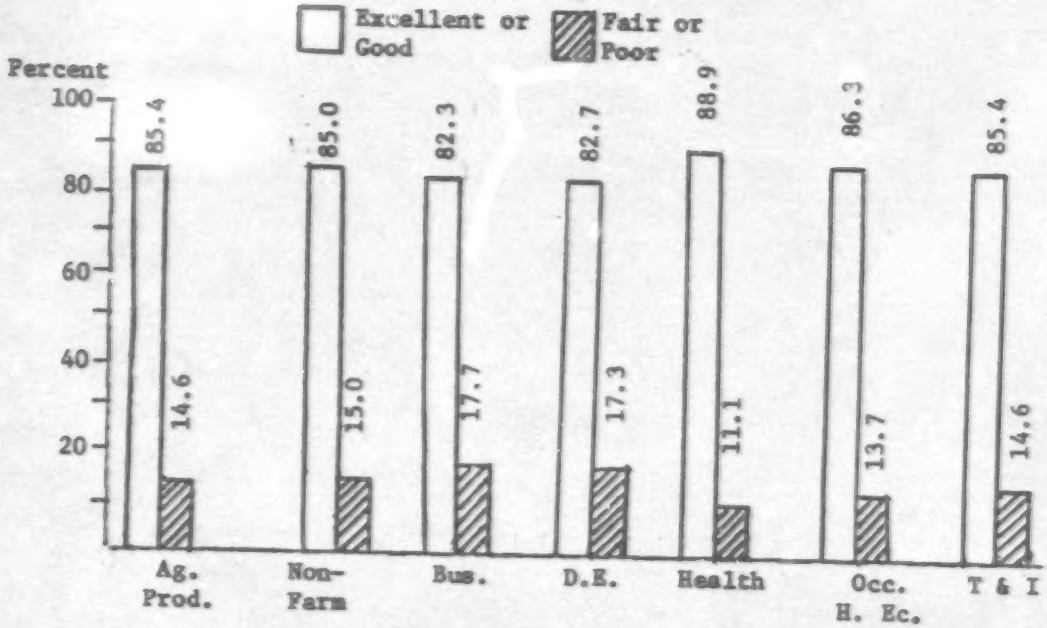

Figure 11 - Instructor's Ability in Teaching

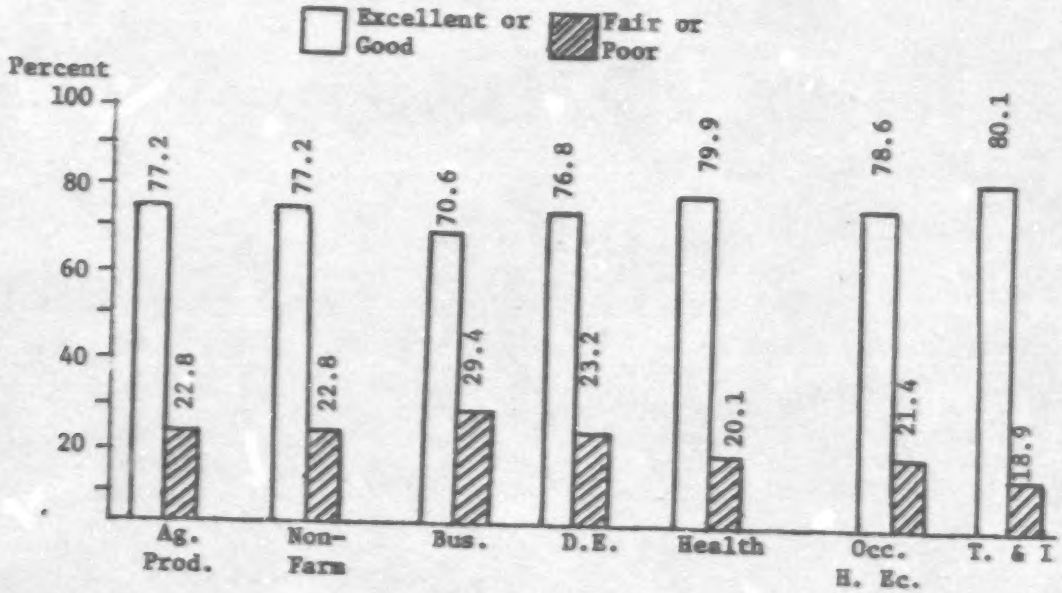

Figure 12 - Teacher's Interest in Students

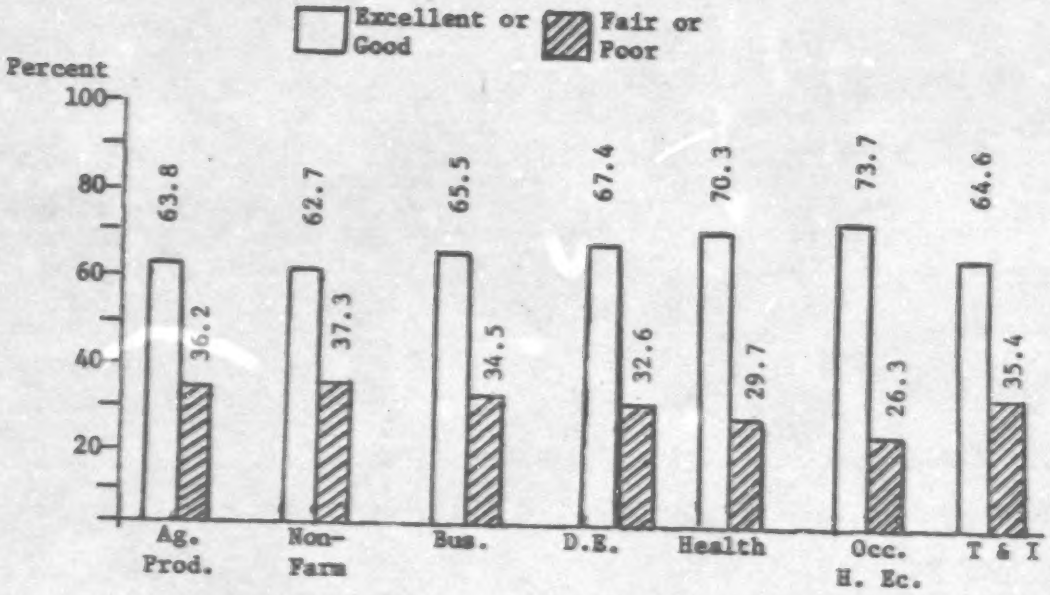

Figure 13 - Availability of Career Information

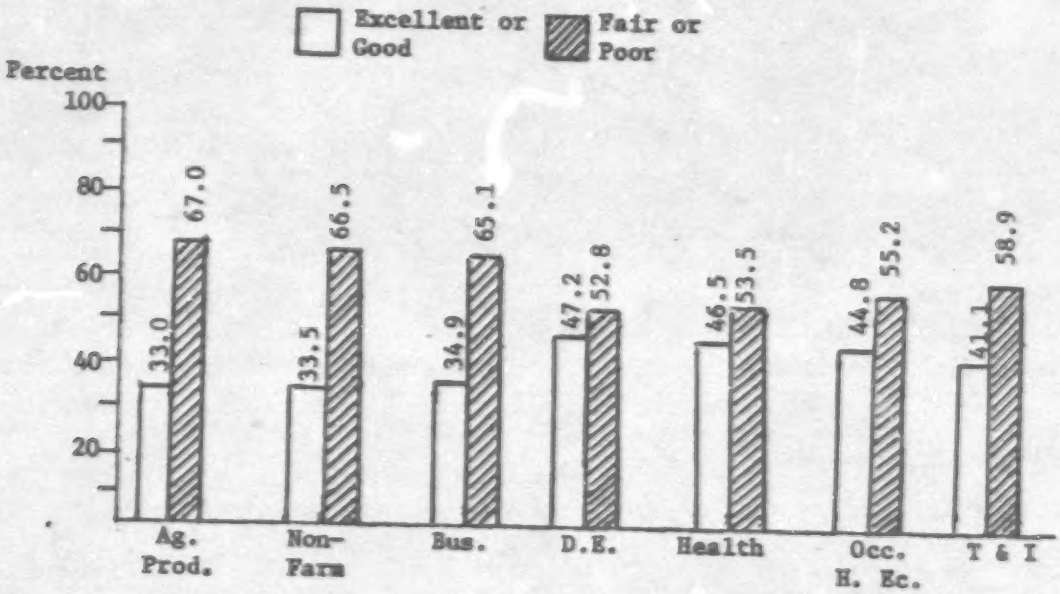

Figure 14 - Information on Availability of Job Openings

Figure 15 - Conditions of Shops/Labs

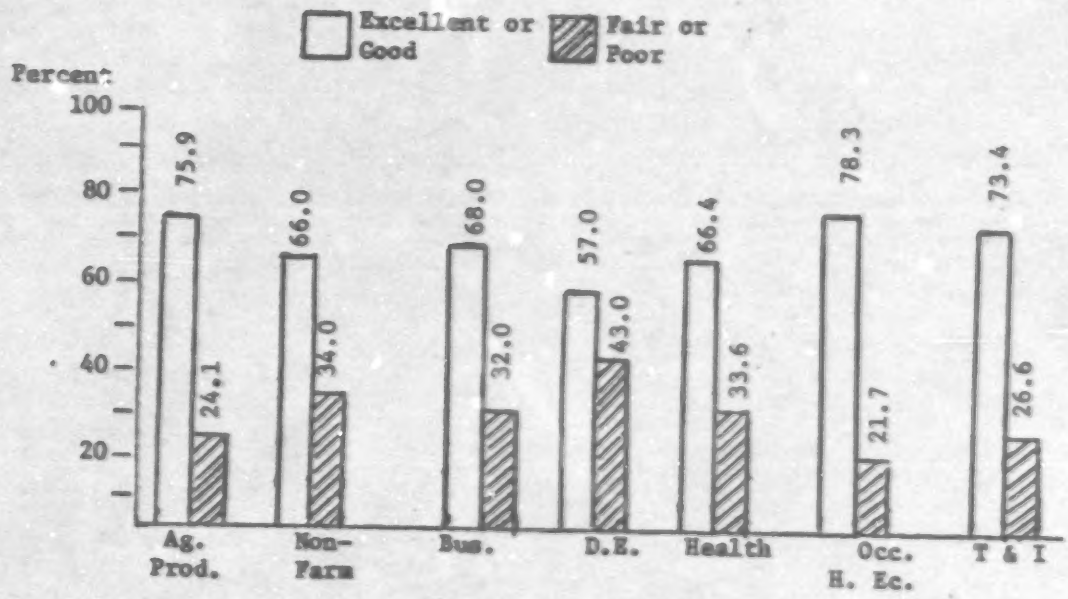

Figure 16 - Tools and Equipment

Figure 17 illustrates the perceptions of the 7702 former vocational students who responded to the follow-up item concerning the guidance and counseling services at their school.

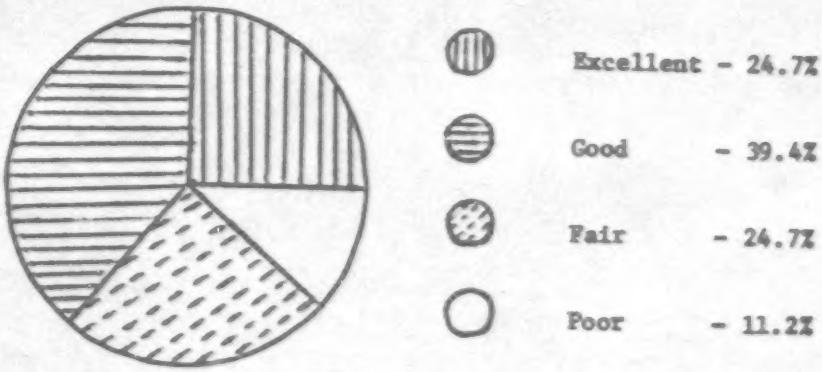

Figure 17 - Guidance and Counseling Services

SUMMARY

The data on status of the former students show a satisfactory rate of employment. The unemployment figure of 13.20% appears high. However, the national unemployment rate for 18-19 year old youth was 20.6% during the same period. When these figures are compared, the Virginia figure seems less pronounced. The student status shows that one out of every five students is continuing education at a higher level. This finding helps to correct the misconception that vocational education is not for those who plan to continue their education.

The data show that a substantial number of students from every vocational education program are using the knowledge and skills gained from the vocational education programs in their jobs.

The students' perceptions and attitudes toward most vocational education activities appears to be very favorable. The data suggest that the job placement service needs improvement.

In general, the data suggest that the vocational education programs are effective and the students of vocational education programs are able to find employment even during the period of economic recession.